Aiken Technical College

Start Here ...
Succeed Anywhere!

State Accountability Report

2006

**Aiken Technical College
Annual Accountability Report
Fiscal Year 2005-2006**

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Section I: Executive Summary

I.1. Mission, Vision, and Values

MISSION
Aiken Technical College is a public, open-door, two-year, comprehensive institution of higher education established to provide citizens of Aiken County opportunities for educational, economic, professional, social and personal development. The College educates and trains students to provide an effective work force to support economic growth and community development through its focus on teaching and service.

VISION
We envision Aiken Technical College as a catalyst for developing educated, engaged and employable individuals whose collective energy will be the driving force for prosperity and the quality of life in our diverse communities.

VALUES
ATC's core values define the College and provide the environment for all decisions and actions. These core values are: *Education -* Education is the key to individual, community, and economic development in a complex technological society. *Commitment to Students -* Students deserve the finest instruction, resources and services to enhance their growth and development. *Excellence -* The College promotes excellence in personnel, programs and work environment while encouraging integrity, accountability and respect for individuals. *Community -* Partnerships that develop solutions to community challenges are important to economic vitality and quality of life. *Diversity -* Respect for diversity is an important part of the educational process.

Figure I.1 Mission, Vision, and Values

I.2. Major Achievements of FY 2006

The College's major achievements for 2005-2006 included:

- Completed reorganization of the Workforce and Business Development Division (WBDD), resulting in increased revenue;
- Completed reorganization of the Academic Affairs Division and hired a Vice President of Academic Affairs;
- Launched an Associate Degree in Nursing Program, added additional faculty, admitted two classes, and began the LPN to ADN Bridge Program;
- Launched a fully revised Web site, including design and functionality upgrades;
- Launched MyATC, an online student communication tool;
- Completed an economic impact study used to promote the value of the College to various stakeholders;
- Increased funding to health science programs through the legislative process;
- Initiated technician succession planning services for industry;
- Revised the faculty search process that results in more student-learning oriented selections;

- Provided in-service training to all employees on the behavioral outcomes of multi-generational poverty and used the results of brainstorming sessions to revise the College orientation course;
- Hired a facilities engineer and improved maintenance management practices;
- Implemented a Minority Men Earning Degrees (MMEDS) program designed to increase African-American male enrollment and retention; and
- Sponsored a new Student Leadership Retreat.

I.3. Key Strategic Goals

GOALS
ATC has adopted five goals to ensure the continuous improvement of the College:

One - Empower our students through life-changing educational experiences to become productive and committed citizens.
Two - Create customized workforce development solutions for partnering companies to enhance their productivity and growth potential.
Three - Achieve a college culture of excellence through the deployment of continuous improvement programs.
Four - Deploy technology applications to enhance student learning, improve services and achieve administrative efficiency.
Five - Partner with community initiatives to enhance the economic well being of the region.

Figure I.3 Key Strategic Goals

I.4. Opportunities and Barriers

Aiken Technical College has made many improvements and revisions in its physical facilities, operations, and programming in recent years to create new opportunities and ameliorate barriers. In some cases, some issues present both opportunities and barriers, as noted below in the bulleted list:

Opportunities:
- New and renovated instructional buildings resulting in technically current labs in several program areas and aesthetically pleasing surroundings
- New allied health and associate degree nursing programs that provide local educational opportunities in high demand, high wage career fields while addressing workforce shortages in the health industry
- Organizational redesign leading to improved communications and effectiveness in the Workforce and Business Development and Academic Affairs divisions
- Workforce development programs and facilities unique in the region that are a major benefit to economic development efforts of the region
- Emergence of new technology and labor sectors in the local economy that can be addressed by new College technical programming (credit and non-credit)

Barriers:
- Declining state support as a percent of the total budget
- Aging facilities and technology in the original buildings on campus, resulting in higher maintenance and technology replacement costs
- Balancing allied health/nursing job demand with high program delivery costs
- Aging College workforce with increasing turnover expected due to retirements
- Changing the local economic profile that has resulted in the closure or downsizing of several major employers and hundreds of lay-offs in the region
- Significant number of academically under-prepared students entering the College, resulting in the need for large numbers of remedial courses and decreased student retention due to academic performance

I.5. Use of Accountability Report to Improve Performance

ATC uses the accountability process to seek continuous improvement in programs, services and operations. This serves as the foundation for the College's Institutional Effectiveness (IE) process, which in turn requires a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results to continuously improve educational programs, services and operations. The IE process is described in detail in section III.4.1.   The Baldrige criteria serve as the framework for the analysis of current action plans, for the modification of existing strategies and action plans, the development of new strategies and action plans, and the assessment of strategic results.

Section II: Organizational Profile

II.1. Main Educational Programs, Offerings and Services

ATC provides Aiken County and the surrounding Central Savannah River Area (CSRA) with high quality education and training opportunities. The College offers nine associate degrees with 13 majors, four diplomas and 46 certificates in university transfer, health, public service, business, industrial, engineering technology, office systems technology, and computer technologies.

The Workforce and Business Development Division provides short-term programs and courses in instructor led, on-line blended learning and computer based self-paced learning formats that are designed for occupational development, advancement and customize corporate training for business and industry. Programs are offered both on and off-campus. In addition, the Division provides full service testing and non-credit life-long learning programs.

II.2. Key Student Segments, Stakeholder Groups and Market Segments

The primary stakeholder groups served by ATC include students, faculty, staff, college administrators, public and private employers, other higher education institutions, public schools, community organizations, taxpayers, and the general community at large. ATC's key student and market segments include new high school graduates attending college for the first time and adults seeking credit degrees or retraining, unemployed and underemployed adults seeking education and/or retraining, as well as currently employed adults seeking to upgrade their skills.

Market Segments	
Aiken	73.3%
Other SC Counties	13.5%
Out-of-State	13.2%
Demographics	
Minority: Black	34.8%
Minority: Other than Black	3.2%
Female	65.0%
First-time, Full-time Freshmen	12.7%

Age	
18-22	47%
23-29	25%
30-34	9%
35-39	6%
40-44	6%
45 and over	7%
Avg. Age: 26.7	

Academic Programs	
Associate	35%
Certificate	62%
Diploma	2%

2005-06 Awards	
Associate	38%
Certificate	52%
Diploma	10%

Students Receiving Financial Aid (unduplicated HC)	12.7%
Need-Based Financial Aid Awards	42.0%
South Carolina Lottery Awards	30.0%
Scholarships (including LIFE) Awards	5.4%

Non-Credit Fall 05 Enrollment	
Occupational	4,566
Other	2,778

Figure II.2 Key Student Segments, Stakeholder Groups and Market Segments

II.3. Operating Locations

ATC's single location's address is 2276 Jefferson Davis Highway, Graniteville, South Carolina, 29829. The mailing address is PO Drawer 696, Aiken, South Carolina, 29802-0696. The campus occupies 288 acres and includes nine buildings that feature state-of-the-art classroom space and laboratories, as well as two buildings that house maintenance and public safety functions.

Figure II.3 Operating Locations

II.4. Regulatory Environment

ATC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees. Discipline-specific accreditation entities include the Accreditation Board for Engineering Technology, the Association of Collegiate Business Schools and Programs, the American Dental Association, the Commission on Accreditation of Allied Health Education Programs, and the Joint Review Committee on Education of Radiologic Technology. The College is currently seeking accreditation by the National League of Nursing.

ATC is a member of the South Carolina Technical College System (SCTCS) and is governed by the policies of the State Board for Technical and Comprehensive Education (SBTCE). The South Carolina Commission on Higher Education, the South Carolina Budget and Control Board, and the South Carolina Board of Nursing provide regulatory direction and oversight for the College. The federal Department of Education and the National Center for Educational Statistics provide regulatory direction regarding the disbursement of federal financial aid and the required data reporting system (IPEDS). ATC is an equal opportunity employer and is subject to the laws enacted by the South Carolina General Assembly and the United States Congress.

II.5. Governance System

ATC derives its legal authority from Act 1268 of Code of Laws of South Carolina, 1972, as amended by Act 654 (H3663 of 1976) that establishes the legal basis for the operation of the SBTCE. This ordinance gives the SBTCE authority to coordinate planning, academic, financial, and personnel actions throughout the system. S.C. Code of Laws 21-1099.11 through 21-1099.15 (1962) provides for an area commission to govern ATC in compliance with state laws and state-level policies and procedures promulgated by the SBTCE.

The Aiken County Commission for Technical and Comprehensive Education (Area Commission) is ATC's governing body. The Commission consists of nine registered electors of Aiken County appointed by the Governor, the chairman of the Aiken County Commission for Higher Education (ex-officio) and the District Superintendent of Education for Aiken County (ex-officio).

Policies developed to carry out the responsibilities delegated to the Area Commission are promulgated after approval by the Commission in numbered documents. In addition, the Commission delegates to the President of ATC the authority to issue procedure guidelines of state laws, SBTCE and Commission policies. Policy documents issued by the Commission and procedures issued by the President have the force of law. The policies and procedures of ATC are kept in the College policy manual.

It is the policy of ATC for the President to designate and use an Executive Staff as an organizational unit to assist in making decisions on matters affecting operation and administration. The Executive Staff provides a vital communication link in the College's participatory management and decision-making process. The President is responsible for all final decisions. The Executive Staff includes the Vice President of Administrative Services; Vice President of Student Services; Vice President of Academic Affairs; and the Associate Vice President of Workforce and Business Development.

II.6. Key Suppliers and Partners

CATEGORY	ROLE	FUNCTION
Community Agencies • Department of Social Services • Employment Security Commission	Partner Supplier	Supply students and support joint grant and community programs to assist displaced workers, underemployed and unemployed citizens
Other Colleges	Supplier Partner	Benchmark programs and services and receive students in transfer
Lower Savannah Council of Governments (LSCOG)	Partner	Fund WIA programs
K-12 to include Adult Education	Supplier Partner	Recruiting base and secondary to post-secondary collaborations and partnerships
Healthcare Facilities • Area Hospitals • Medical Offices • Long-term care facilities • Scholarships & Financial Support	Supplier Partner	Provide clinical sites and preceptors for students
Community-based social agencies	Partner	Provide service projects for students
Community residents	Supplier	Provide students
Business and Industry • Scholarships • Guest Lecturers & Adj. Faculty • Work experience	Supplier Partner	Provide students, consortium members and customer council & in-kind professional services
Professional Organizations, Civic & Community Clubs • Chamber of Commerce • Rotary etc.	Partner	Provide guest lectures and adjunct faculty
Vendors and Contractors	Supplier	Supply equipment, materials, supplies and expertise
National & State Regulatory Agencies	Supplier	Provide information and equipment
Economic Development Entities • Economic Dev. Partnership • WIA & One Stop Career Center	Partner	Provide information, support and collaboration

Figure II.6 Key Suppliers and Partners

II.7. Key Strategic Challenges

KEY STRATEGIC CHALLENGES
1. Changing local economic profile 2. Declining state support as a percent of total budget 3. Balancing health sciences/nursing job demand with high cost of program delivery 4. Aging facilities and technology 5. Aging college workforce 6. Number of under-prepared students entering ATC

Figure II.7 Key Strategic Challenges

II.8. Performance Improvement Systems

The Office of Planning and Research assists ATC in the pursuit of its mission by:
- Developing, collecting, and communicating measures of institutional effectiveness
- Providing management information and policy analysis
- Promoting the College's institutional effectiveness model and planning process
- Compiling and reporting mandated information

The Institutional Effectiveness (IE) process includes a wide array of performance improvement systems. The IE process integrates the functions of Institutional Research, Planning, and Assessment to provide reporting and decision-making data and information to both internal and external constituents in support of efforts to improve the quality and functioning of the programs and services. **Institutional Research** provides data to be used for planning and/or assessment activities; survey services with regard to any planning and/or assessment technique or tool; external activities including completion of mandated federal and state reporting; and ad hoc external data requests. Internal activities include preparation of such data projects as the enrollment profiles, program review data, application and admissions' data, student satisfaction surveys, etc. **Planning** encompasses all strategic and annual planning activities at the institutional level, as well as single-use plans for special activities. **Assessment** and evaluation assistance is provided to all administrative, academic, and academic support units through training and consultation with academic, academic support units, and individual faculty and staff as they endeavor to determine the impact of their planning and assessment initiatives.

II.9 Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Exenditures Total Funds	General Funds	FY 05-06 Actual Expenditures Total Funds	General Funds	FY 06-07 Appropriations Act Total Funds	General Funds
Personal Service	8,605,165	3,953,657	8,600,922	3,977,910	9,304,570	3,874,573
Other Operating	4,913,220		5,084,407		5,982,783	
Special Items						
Permanent Improvements						
Fringe Benefits	1,968,030	924,034	2,023,621	979,644	2,088,018	1,084,880
Non-recurring						
Total	15,486,415	4,877,691	15,708,950	4,957,554	17,375,371	4,959,453

Data provided by SBTCE for inclusion in this report.

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		0
Capital Reserve Fund		0
Bonds		0

II.10 Major Program Areas

Major Program Areas Chart

Program Number & Title	Major Program Area Purpose		FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results
II.A.,B.,& E.	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Assocate Degree, Diploma, or Certificate	State Federal Other Total	4,877,691 15,486,415 % of Total Budget	4,957,554 15,708,950 % of Total Budget	7.1.1 - 7.1.19 7.2.1 - 7.2.3 7.3.1 - 7.3.7 7.4.1 - 7.4.3 7.5.1 7.6.1 - 7.6.2

Data provided by SBTCE for inclusion in this report.
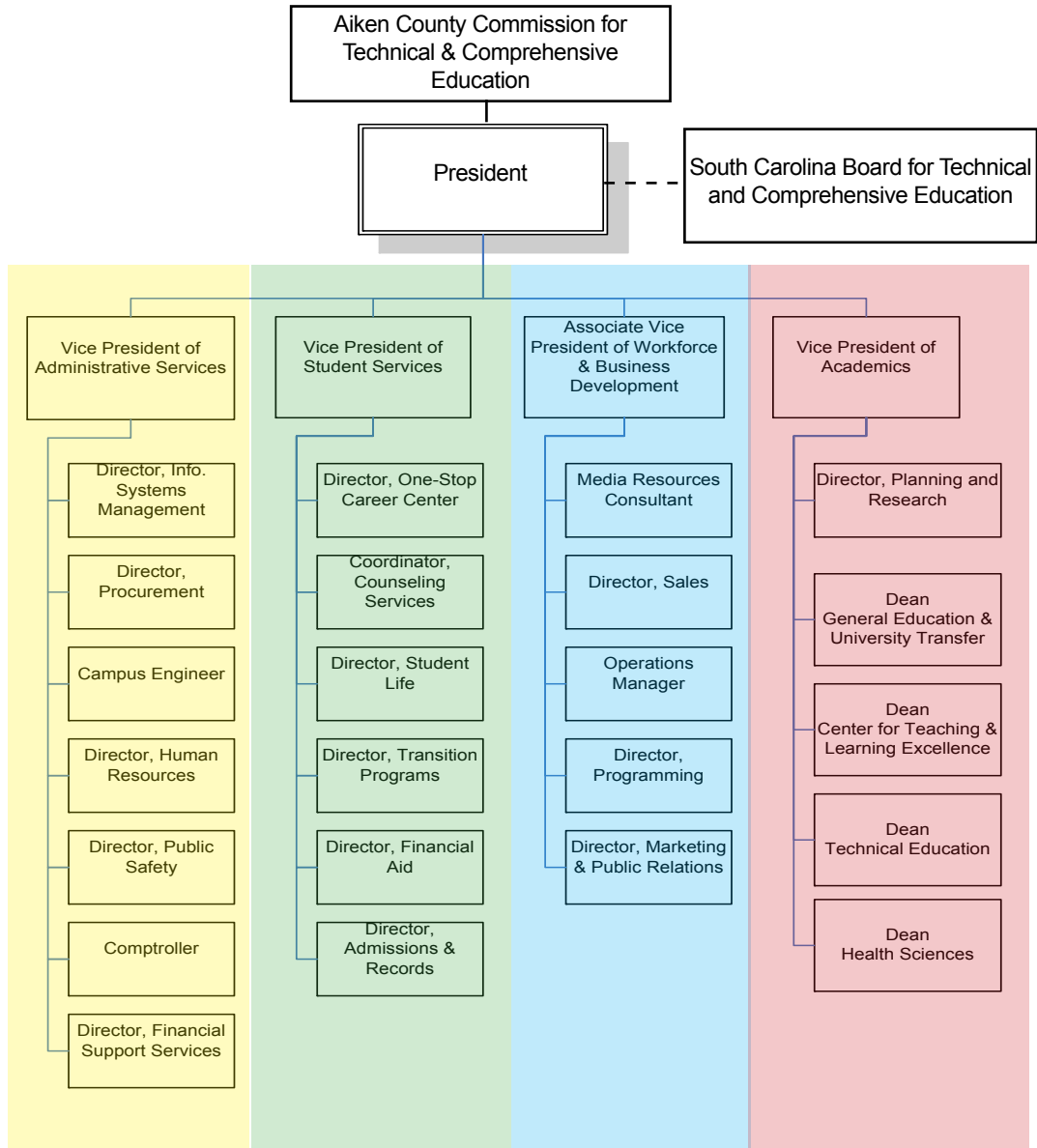
II.11 Organizational Structure

Figure II.11 Organization Structure

Section III: Elements of Malcolm Baldrige Award Criteria

CATEGORY 1 - LEADERSHIP

III.1.1. How do senior leaders develop and deploy the College's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Development of ATC's vision and values begins with strategic and policy direction from the College's Commission. Every two years the Commission participates in a strategic planning process to review and update the vision, mission, values, and strategic goals of the College. These broad guidelines are communicated to faculty and staff through monthly college-wide meetings and divisional meetings. Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing annual plans based on these strategic objectives. Annual plans are tied to individual faculty and staff annual evaluation criteria as appropriate to assure communication and execution of annual plans. Stakeholders and partners receive a copy of the annual report, which references the College's vision and values. Focus groups are routinely used to gain partner input to better serve their needs. A College overview is provided to state and local officials at informational dinners hosted by the College. Students receive this information through the ATC Catalog, open student meetings, student focus groups, Student Government Association events, student surveys of satisfaction, and on the College's Web site. Senior leaders model behavior reflective of the College's vision and values by being involved in the community. Senior leaders serve on Chamber of Commerce, United Way, Dollars for Scholars and other boards. The College sponsors United Way and Heart Association events and a high percent of employees donate to the College's foundation. Students groups and associations are involved in community organizations to raise funds or volunteer with various human services and civic groups.

III.1.2. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are those monitored?

College and State policies and procedures provide guidance on appropriate behavior and accountability standards. Key policies are reviewed with newly hired employees, including policies addressing harassment, drug and alcohol abuse, and confidentiality of student and employee records (including any medical information). Periodic in-service training occurs on these topics for existing employees. An attorney review is performed when new procedures are drafted for implementation to assure legal and ethical standards are appropriately reflected in polices and documents. Annual fiscal audits are conducted for both the College's and the Foundation's fiscal assets with both entities consistently receiving "unqualified opinions" of financial performances. An internal audit/risk management system is in place and routinely used. Well established procedures are used to respond to employee and student complaints, including claims of harassment. Legal counsel is sought in personnel matters to assure consistent and appropriate actions are taken. Also refer to II.4 and III.I.8 for additional information.

III.1.3. How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives, innovation, and organizational agility?

The planning process and defined critical success factors guide the College's improvement processes. Measurement of various performance criteria drives areas of focus for improvement, which are then addressed in the annual planning processes. Additionally, new initiatives addressed in the annual plan are a result of routine environmental scanning and assessment results. As described earlier, annual plans are developed with faculty/staff input and tied to individual performance evaluations. Divisional teams develop annual plans

specific to College functions, such as Student Services or Academic Affairs. Formally trained project teams are used to plan and execute complex annual plan items. College developed, state mandated and nationally normed surveys, as well as assessment data, are routinely used to identify gaps in performance and to plan corrective action. Faculty/staff and stakeholder input and the use of cross functional project teams leads to innovation in addressing opportunities and challenges and organizational agility. Cross training in key areas also results in improved approaches to systems and processes. Recent reorganizations in WBDD and Academic Affairs originated from employee and stakeholder input resulting in improved management systems and communication with employees, students and customers.

III.1.4. How do senior leaders create an environment for organizational, faculty, and staff learning?

The College's Professional Development Committee identifies desired college-wide learning opportunities through employee surveys and assists in planning development and training events. Recent learning events included sessions on generational poverty and its implications for student success, diversity training, and anti-harassment training. The Curriculum and Instruction Committee assists in identifying broad faculty development needs. The Committee and Academic Affairs administration plan appropriate events on campus. Recent on-campus events for faculty included classroom management and motivating students. Faculty development is a faculty evaluation criteria and individual development activity is assessed through the evaluation process. Staff development evaluation criteria may be included as an objective in the evaluation process. The College encourages further formal education through a tuition assistance program managed by the Professional Development Committee guided by College procedures. Foundation funds are available to support faculty or staff development that is strategically tied to the College's planning objectives.

III.1.5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

A succession analysis has been completed for the College identifying the areas most vulnerable to employee and leadership loss due to retirements. This information is used to develop cross training plans and to identify individuals for selection for leadership development programs sponsored by the SCTCS, including the Graduate Certificate program sponsored by USC and the nine-month Leadership Institute offered by the System. The College also sponsors one or two individuals annually in Leadership Aiken and occasionally enrolls staff members in the Office of Human Resources' Supervisory Practices programs.

III.1.6. How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the College? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the College?

The President holds monthly college-wide meetings for all faculty and staff to inform them of significant events, plans and accomplishments, and budgetary status. New employees are introduced, service pin recipients are recognized, and individual or groups of employees make presentations regarding accomplishments or activities in their areas of responsibilities. New employees are also introduced at Commission meetings each month. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. The newsletter is also used to spotlight employee and student accomplishments. Retirement receptions are held for each retiree to celebrate accomplishments and provide a time for fellowship. Fellowship is further shared among all employees through five or six social events sponsored on campus annually. Vice presidents hold regular meetings with their divisions and the College president holds annual listening sessions with all divisions to solicit input for the annual planning process. Annually, the College selects a Faculty, Staff, and Administrator of the Year using established criteria and

selection committees. Winners are recognized at graduation and receive a monetary award sponsored by the Foundation. The Faculty member of the Year attends a national professional development conference. Through the South Carolina Technical Education Association, the College also nominates a Faculty, Staff, and Administrator of the Year for state recognition. An annual nominee is also made for the A. Wade Martin Innovator of the Year Award (which an ATC faculty member received in 2005). Additionally, a faculty member is nominated for the Commission on Higher Education Professor of the Year award. An ATC faculty member was selected for this statewide recognition in 2002. All recognitions are celebrated on campus in a public forum, published in the semi-monthly newsletter, featured in the College's annual report and on the College's Web site, and news releases are submitted to local media.

III.1.7. How does the College evaluate the performance of senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leaderships system, as appropriate?

Senior leader evaluations are tied directly to the accomplishment of annual plan items. Senior leaders are evaluated annually by the President. Likewise, the President's evaluation is tied to the accomplishment of annual objectives. The President is evaluated by the entire Commission annually. Senior leadership periodically participates in facilitated retreats, which include the analysis of leadership styles and group and organizational effectiveness. The Commission participates in a formal retreat bi-annually to review and revise the College's mission, vision, and strategic goals. New Commissioners are formally oriented to the College and Board roles and responsibilities by the President, Vice Presidents and Commission Chair. Various surveys are administered annually and used to guide leadership to improve the effectiveness of systems such as academic advisement and the use of technology.

III.1.8. How does the College address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

Risk management and internal auditing procedures are routinely used to identify adverse risks. The Vice President of Administrative Services and the Risk Management manager annually determine a short list of critical College functional areas that will be subject to review by the internal audit team during the fiscal year. The results of the internal audits, including any recommendations for corrective action, are presented to the President in a report document. Legal counsel is regularly sought as part of due diligence practices in areas such as personnel and contracts. An annual financial audit is conducted by an independent auditing firm. The College has received "unqualified opinions" from its independent auditors since inception. In addition, the State conducts annual audits for the awarding of continuing education credits and inventory finding few, if any, exceptions. The College participates annually in the South Carolina Human Affairs Commission audit of hiring practices and has scored in the top group of state agencies for the past several years.

In addition, within the past four years the College has participated in a federal Program Review of its Financial Aid programs, a SBTCE Management audit, annual state FTE and Residency audits and annual state Financial Aid and Veteran Affairs audits. The College routinely has minimal findings in these regular reviews.

Lastly, through the College's annual program review process, academic programs are evaluated and enhancements are made to strengthen viable programs and to delete non-viable programs. Where appropriate, the College seeks individual program accreditation and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate Degrees. These latter processes involve an in-depth review of the College's programs, offerings, services and operations.

III.1.9. How do senior leaders actively support and strengthen the communities in which the College operates?

Senior leadership is actively involved in community organizations, such as Rotary International, Chamber of Commerce, Workforce Investment, Heart Walk and United Way boards. Student organizations include service clubs that sponsor events such as blood and food drives. Programs and services of the College are developed to meet specific needs of the community, such as the development of the Associate Degree in Nursing program and an EMS program especially designed for Aiken County Government that includes Command Spanish. The College recently submitted a DOL grant to begin a Construction Institute to both meet the growing demand for construction professionals and to provide a career path for those without a high school diploma or G.E.D. These are a few examples of the College's responsiveness to the community. Further examples are reflected in an economic impact study conducted by the College. The study indicates that the College is strongly responsive to community needs and contributes in a significant way to the economic development of the region.

The study conducted by Omega Associates, LLC, in December 2005, concluded that ATC plays a significant role in providing a skilled workforce and easy-to-obtain quality training, two of the top factors considered by leaders when making capital investments. The study found the resulting cumulative impact of ATC on its service area was $109.47 million. Public funding to ATC from South Carolina and Aiken County totaled $8.84 million. **For every dollar of state and county funds provided to ATC, the area received $11.39 in additional benefits.**

ATC's programs and staff are respected for excellence and innovation in education. Graduates of ATC are recognized as high achievers who are prepared to succeed in future academic or occupational endeavors. The positive benefit of ATC is quantified as a measure of the significant economic impact of Aiken Technical College on its service area.

CATEGORY 2 – STRATEGIC PLANNING

III.2.1. What is the Strategic Planning process, including key participants, and how does it address: a) the College's strengths, weaknesses, opportunities and threats, b) financial, regulatory, and other potential risks, c) shifts in technology, student and community demographics, markets, and competition, d) long-term organizational sustainability and organizational continuity in emergencies, and e) your ability to execute the Strategic Plan?

ATC must anticipate and develop its own future if it is to fulfill its mission of providing quality education to the citizens of Aiken County. This is accomplished through a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results. The results of these evaluations are used to continuously improve the College's educational programs, services and operations.

ATC employs a multi-faceted approach to planning, budgeting, and evaluation processes through a comprehensive Institutional Effectiveness model. This approach includes four major components: the development of the College's vision, mission and institutional values; the development and implementation of strategic and operational (annual) plans; outcomes-oriented research, assessment and evaluation; and a process for continuous improvement at all levels within the institution. ATC views Institutional Effectiveness as a catalyst for facilitating positive change and continuous improvement in the College's programs, services, and operations. This requires planning and evaluation processes at all levels of the administrative and academic enterprise that identifies needed change, selects direction for the College, communicates that direction to its personnel, provides a mechanism to develop appropriate courses of action, allocates resources to ensure success, evaluates results, and uses those results to seek continuous improvement.
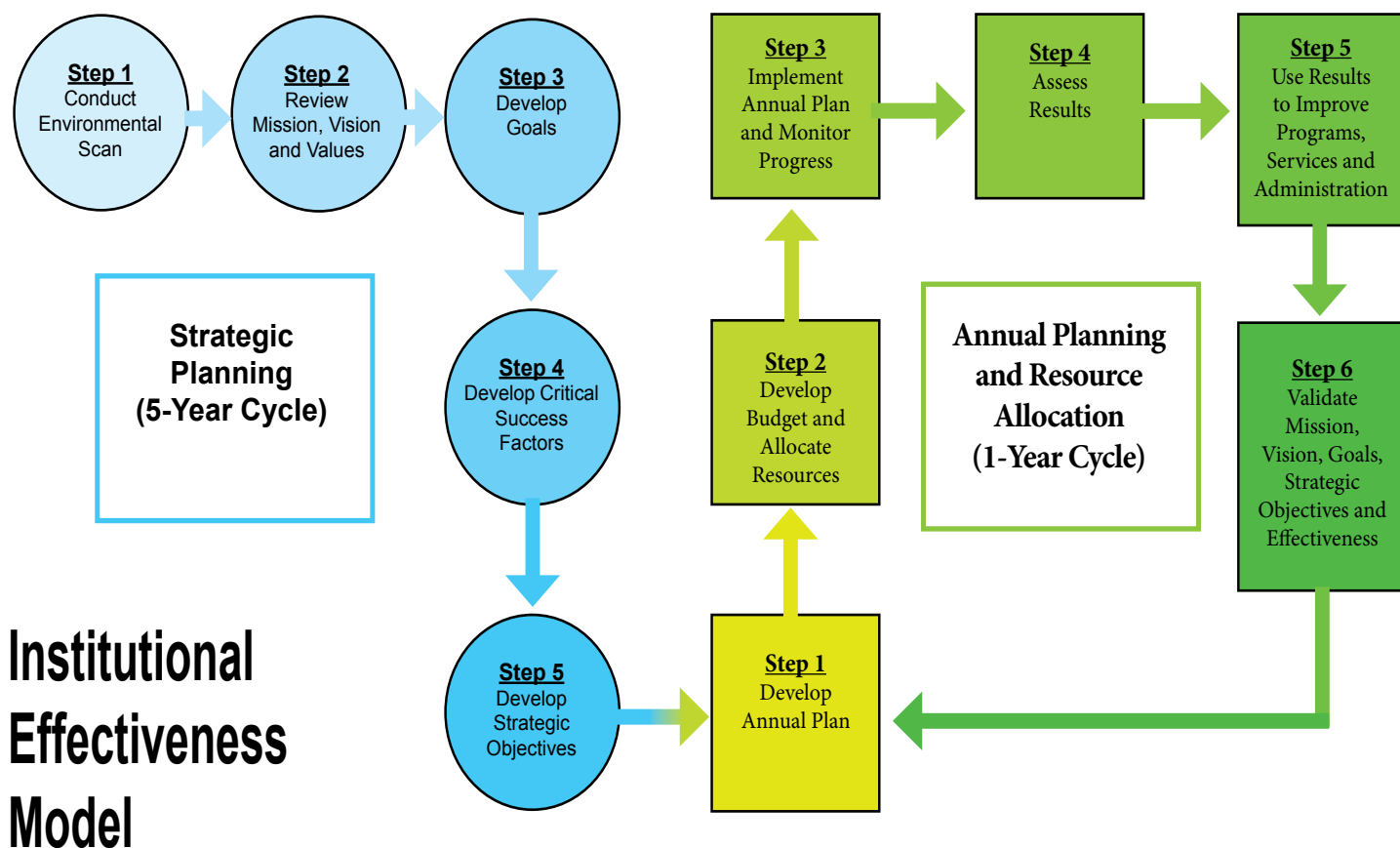
Figure III.2.1 Strategic Planning Process

The College utilizes a participative structure that includes the governing board, executive leadership, faculty, staff, students, educational partners, state system central office, business and industry leaders, and community leaders to ensure a representative, forward-looking, and fact-based quality of input. External stakeholders provide input through focus groups, listening sessions, planning retreats, academic program advisory committees, survey instruments, and day-to-day interaction with the College community. Internal stakeholders, including students, provide input through focus groups, listening sessions, department/division meetings, planning retreats, institutional surveys, and through representation on various committees. The College conducts an extensive environmental scan at least every five years with the most recent occurring in 2002. Environmental scans are managed by the Office of Planning and Research and are often facilitated by outside consultants. Results of the environmental scan and input from the participative structure are used to make appropriate revisions to the College's vision, mission, and institutional goals. Adherence to a published "Planning Through Evaluation" timetable ensures processes and actions are completed and then communicated to both internal and external stakeholders in a timely manner.

III.2.2. Key Strategic Objectives

GOALS	STRATEGIC OBJECTIVES
Goal I: Empower our students through life-changing educational experiences to become productive and committed citizens.	1. Create a student-focused environment to maximize student achievement. 2. Evolve curricula so that each student receives an education that meets workforce and transfer needs. 3. Graduate diploma and associate degree students who are able to perform in a technologically-complex society. 4. Implement the infrastructure to maximize student participation in citizenship and cultural experiences, and work-based and service learning opportunities.
Goal II: Create customized workforce development solutions for partnering companies to enhance their profitability and growth potential.	1. Design innovative training curricula provided through flexible instructional delivery systems that address the human resource development challenges of business and industry. 2. Partner with economic development agencies to identify and develop programs of excellence to assist in the recruitment and growth of new and existing business and industry. 3. Identify, develop and market expertise niches that position the College to provide unique training opportunities. 4. Extend workforce development resources of College and business partners through strategic alliances.
Goal III: Achieve a College culture of excellence through the deployment of continuous improvement systems.	1. Develop a work force of excellence that exceeds customer expectations in the delivery of programs and services. 2. Develop and implement technology applications and customer service systems that achieve excellence in programs, services and operations. 3. Prioritize and allocate resources to develop and implement continuous improvement plans and strategic initiatives. 4. Prioritize and allocate resources to develop and implement continuous improvement plans and strategic initiatives.
Goal IV: Deploy technology applications to enhance student learning, improve services, and achieve administrative efficiency.	1. Create a learning environment that integrates education-based technologies to increase student success. 2. Develop a systematic training program to certify faculty and staff in the effective and efficient use of technology in the workplace. 3. Provide appropriate infrastructure and connectivity to support technology application needs for the effective and efficient delivery of information.
Goal V: Partner with community initiatives to enhance the economic well-being of the region.	1. Create alliances with community organizations to develop and implement services and programs that enhance quality of life. 2. Identify and assist under-served populations to improve their employability.

Figure III.2.2 – Key Strategic Objectives

III.2.3. Key Action Plans/Initiatives

Key Challenges	Key Action Plans
Changing Local Economic Profile	• Develop a "strategic succession training program/seminar" to ensure continuity of skilled workforce for manufacturing and business partners. • Implement the Community College Strategic Planner (CCSP) module of CCBenefits and complete the Year 1 Economic Impact Study for 2005-2006.
Declining State Support	• Develop and produce targeted reports that highlight the College's contribution to economic prosperity in the region and reflect the College's capacity to meet evolving workforce needs. • Identify, train and motivate ATC Foundation Board Members and staff to be committed to the Foundation, including willingness to give and to solicit gifts. • Identify and cultivate individuals, corporations, organizations and clubs for the purpose of supporting the Foundation. • Establish a clear, concise and compelling case for the Annual Giving and Employee Giving campaigns and execute these campaigns.
Health Demand versus Health Program Costs	• Develop an advising program for Pre-Allied Health Certificate students. • Implement a bridge course for working with LPNs to enter the second year of the ADN program. • Admit first class to ADN program. • Educate SC Legislators about the health care workforce shortage and high health care workforce education costs.
Aging Facilities and Technology	• Leverage existing relationships (local, state and national) with professional associations and vendors to promote and market niche WBD programs and services. • Build alliances with contractors/business partners to offer opportunities for staff to develop a working understanding of vendor equipment, supplies and materials. • Establish Project Management Team to develop path forward and begin implementation of Campus Cruiser web portal application. • Develop and implement a plan for computer application training and user certification. • Improve infrastructure to facilitate the implementation of a Bookstore point of sale system that integrates with Datatel. • Develop deferred maintenance list of projects involving technology applications and enhancements for student learning. • Upgrade the existing network infrastructure and deploy new equipment and software systems in order to increase the network capacity, reliability and features.
Aging College Workforce	• Recruit, hire and retain to foster diversity in the workplace among faculty and staff. • Facilitate student learning by researching, recommending and implementing an enhanced faculty hiring process that emphasized student learning.
Number of Under-prepared Students	• Develop and implement a process to utilize COMPASS test scores in an automated environment to support short-term remediation for students wishing to accelerate their developmental course requirements at ATC. • Design a developmental computer literacy tutorial and make available in the ASC. • Evaluate, design and implement academic support systems for faculty. • Develop a comprehensive, mandatory New Student Orientation program to include Campus Cruiser. • Select and participate in a national "student engagement" survey to identify areas of improvement for services to students. • Network with public school administrators to establish areas of collaboration that offer expanded educational and vocational opportunities for secondary students at the post-secondary level. • Utilize the existing "complete workforce solution" model to assist the under-served populations to improve their employability.

Figure III.2.3 – Key Challenges and Key Action Plans

III.2.4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure accomplishment of your action plans.

Planning consists of several components: a review of the mission and vision statement followed by a review of the College's institutional values and strategic planning component; an annual planning component concurrent with budget development; and an evaluation/assessment component. Each component has defined procedures with responsibilities assigned to the appropriate functional area.

ANNUAL PLANNING TIMETABLE		
Dates	**Activity**	**Groups**
August – September	• Report Results of Last Years Annual Plan and Project Teams • Validate fiscal year focus areas	Executive Staff
October – December	• Validate Values and Goals • Analyze Assessment Data • Validate Strategic Objectives and Effectiveness Measures • Collect assessment data	Executive Staff
January – April	• Use Results of Critical Success Factors, Performance Funding Indicators, Program Review, Project Team Results and Other Assessment Data Develop Annual Plan • Review Plan and Ensure Identified Opportunities for Improvement are addressed • Recommend Annual Plan for Budgeting Action	ATC Faculty/Staff Executive Staff
Apr – May	• Develop Annual Budget in Support of Annual Plan • Constitute and Charter Project Teams	ATC Faculty/Staff President
June	• Commission Approves Operations Budget • Report Approved Budget & Planning Priorities to the College	President
July	• Implement Annual Plan	ATC Faculty/Staff

Figure III.2.4 – Annual Planning Timetable

III.2.5. How do you communicate and deploy your strategic objectives, action plans, and related performance measures?

The strategic plan, annual plans, and performance measures are communicated throughout the College to all individuals from the President to the functional area vice presidents, who then relay the information to their functional area supervisors. Plan highlights are presented at a College-wide meeting and the full document is distributed to all faculty and staff via e-mail. The President presents the strategic plan to the Area Commission prior to communicating to other internal and external stakeholders.

III.2.6. How do you measure progress on your action plans?

Action steps within the Annual Plan are assigned to a member of the executive staff and must be accomplished according to an established timeline. The Office of Planning and Research monitors completion of action steps on a monthly basis throughout the year. A mid-year review is conducted in December-January and a full report completed in July.

III.2.7. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

This question is addressed in Figure III.2.3 – Key Challenges and Key Action Plans.

III.2.8. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The College's mission, vision, values and institutional goals are available on the Web site at www.atc.edu. A copy of the 2003-2008 Strategic Plan may be obtained by contacting the Planning and Research Office by telephone at 803.593.9231 or by email wells@atc.edu.

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

III.3.1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

ATC identifies student and market segments by conducting environmental scans, focus groups, business and industry visits, new program employment needs surveys, and by convening with program advisory committees. As an open door institution, the College seeks to assist those who have the ability to benefit from enrolling in the College's classes and programs. The College concentrates its marketing efforts on recent high school graduates and unemployed or under-employed out of school adults. In partnership with the local school system, the College has identified special activities through its EEDA Grant to assist those students who are unprepared to enroll in higher education by reducing their need for remedial courses as they enter the College after graduation. As the One-Stop Center for western Aiken County, the College works very closely with WIA clients to ensure that their academic needs are addressed through participation in appropriate College credit and non-credit programs.

ATC participates in any invited local events to inform our citizens of opportunities at ATC. Many times these events are structured with a particular market segment in mind (i.e. College Night programs, talks to civic groups, open meetings at local businesses, connections with the WIA-One Stop Centers, high school visitations etc.). In addition, with the cooperation of our local public school district, special letters are sent to recent high school graduates to encourage their participation in post-secondary education.

WBDD determines future needs, expectations and opportunities through a structured feedback process (post sale evaluations, student and instructor evaluations), trends analysis, research and structured focus groups and customer councils. WBDD systematically determines needs and expectations and relative importance by maintaining a 'Customer Development Plan' and conducting needs assessments through an Account Management system. An interest list, customer list and registration form seeks feedback on future needs and program expectations.

III.3.2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Each program at ATC has an Advisory Committee that meets regularly to determine the needs of stakeholders.

In addition, the Office of Planning and Research regularly conducts student and employer surveys. Environmental scans and focus groups determine customer educational needs. Faculty subject matter experts remain current with changing student and stakeholder needs by reading professional journals, accessing the latest research, and attending conferences. Faculty members participate in professional development courses both in their field of expertise and in educational methodology. New materials are reviewed by keeping in contact with publishing representatives. In order to compare the College with colleague institutions around the country, the College has participated in national surveys such as the Community College Survey of Student Engagement (first administered in the Spring of 2006 with results pending). Data from the results of these kinds of surveys are used for program and service enhancements, such as electronic data retrieval and online registration for our students.

The Student Government holds an activity twice monthly to allow the general student body to discuss issues that are of concern to students. In previous surveys, students have indicated a need for more student involvement opportunities. Recently, the Student Life Office has assisted students in the formation of a student service club on campus, the expansion of student intramural activities and the development of a student leadership program. The latter is evolving into a credit class to be offered next year.

III.3.3. *How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?*

Information from stakeholders, particularly students and employers, is compiled, analyzed, and distributed to decision makers within the College for their use in program, operations, and service planning. College planners are required to cite assessment/evaluation data sources when an action step is proposed in the Annual Plan if the action step is a response to the data. In addition, when the action step is completed, the respondent must answer the question: "How were the results used of each action step to improve educational programs, service, and operations?", then record their answer on the Annual Plan Report of Progress.

WBDD conducts three different surveys upon course completion: a student survey, an instructor survey and a post sale evaluation for the business and industry client to complete. The data is collected and disseminated to the appropriate individuals and program improvement is made based on the results.

III.3.4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*

In addition to an "open, informal" opportunity to discuss concerns with College administrators, students can provide feedback in formal surveys and instruments utilized by the College for formal feedback (i.e. CCSSE survey, New Student Survey, Graduation Survey). Surveys or personal calls are sent or made to students who no longer attend the institution to determine if the barriers that exist can be removed to enable continued enrollment.. In order to determine the effectiveness of the services of the College, an annual Customer Services Survey is completed by students using any of the services provided through the Student Services division during the November-December time period. Recent results demonstrate an 83 percent 'excellent' rating and an 11 percent 'above average' rating for the division.

WBDD conducts a student survey at the end of each course or program. The 5-point scale indicates a level of satisfaction (Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, and N/A). Data is collected and disseminated on a monthly basis for review unless there is a "serious concern" or "matter" identified by a student.

III.3.5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Positive relations between the College and students are handled in a variety of ways. First is the relationship between a student and a faculty member. Academic advising is conducted by all faculty at ATC. In most technical programs, the advisor is the program coordinator and often the primary instructor. This relationship can be a positive influence in the student's academic success and career advancement.

A variety of support systems are in place to assist students in achieving their goals. All students take a placement exam and are required to take math, reading and English developmental courses, should that be necessary, to ensure they are academically prepared for college level work. The Academic Success Center is available to assist students with various tutorial services in course material. Many students struggle to pay for their education. The College has help available from a variety of financial aid sources. In addition, the College provides students with disability, career decision assistance and personal counseling support. Connection to the College is critical to student success. Therefore, the College has a well developed, varied student activity program to encourage participation in co-curricular activities.

Almost every technical program has the opportunity for students to work outside the classroom in the form of clinical, cooperative work experience, field training or internship courses. This not only provides students with the academic preparation for employment, but also gives them real world experience in their field of study in the work environment. One extremely effective program that is instituted at the college is the Technical Scholars Program. Students who are academically prepared and maintain satisfactory progress have a relationship with a company in the area that pays their tuitions and fees, provides them a part-time paying job and often offers them permanent employment upon graduation. The businesses gain a part-time worker with interest in the field that they can groom as a future employee, should they so desire. Both the students and the employer benefit from this relationship.

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND REVIEW OF ORGANIZATIONAL PERFORMANCE

III.4.1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

ATC is committed to excellence in all aspects of operation. The College uses a five-year strategic planning cycle with mid-cycle review, supported by a one-year cycle of annual planning, resource allocation and assessment/evaluation to ensure that ATC continuously builds upon strengths and improves upon weaknesses.

Acknowledging a public demand for accountability in higher education and an institutional commitment to high quality programs, services and operations, ATC implemented Act 359, Performance Funding in South Carolina; ACT 629, Higher Education's Initiatives for Research and Academic Excellence in South Carolina; and Act 255, Institutional Effectiveness in South Carolina. In addition, the College's Institutional Effectiveness Program provides an internal report card of its performance and effectiveness on internally developed critical success factors and core indicators of success.

ATC employs a comprehensive planning process as the centerpiece of its overall institutional effectiveness program. Three distinct plans are developed and implemented at the institutional level: a five-year, fixed-

term strategic plan; a one-year annual plan; and numerous variable length single-use plans. The planning and evaluation process itself is modified periodically to meet current and future needs, as well as the evolving mission of the College.

III.4.2. How do you use data/information analysis to provide effective support for decision making throughout your organization?

The integration of data analysis with the planning process is addressed in III.3.3.

III.4.3. What are your key measures and how do you keep them current with educational service needs and directions?

ATC evaluates the effectiveness of student academic achievement through assessment at the course, program, and institutional level. Assessment objectives for academic success include, but are not limited to:

- Evaluating student preparedness for employment and work;
- Evaluating student preparedness for transfer to a four-year institution;
- Evaluating the effectiveness of college-wide general education;
- Evaluating the effectiveness of academic programs, including university transfer and developmental education;
- Evaluating retention and attrition trends, as well as completion rates by award type;
- Improving instruction through collaboration, sharing of best practices, and assessment results.

Course Assessment	Program Assessment	Institutional Assessment
Course assessment at Aiken Technical College is the process of assessing student learning within the classroom environment, using course objectives, student learning outcomes (SLO), and course content to measure the extent of the learning that is taking place (i.e., embedded assessment such as test performance, grade distribution data, syllabus analysis, etc.).	Program assessment at Aiken Technical College is the process of assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their program of study (i.e., curriculum analysis, content analysis, focus groups, advisory committees, institutional data such as degrees awarded, transcript analysis, etc.).	Institutional assessment at Aiken Technical College is the process of assessing the extent to which students achieve success beyond the college (i.e., MAPP test for general education preparedness, Community College Survey of Student Engagement, university transfer, job placement, employer feedback, alumni surveys, licensure exam pass rates, etc.).

Figure III.4.3 Assessment Levels

III.4.4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

ATC reports performance data and information in both quantitative and qualitative terms in accordance with multiple reporting requirements at the state and national level in addition to internal assessment and performance measurement. The following state-wide performance reporting requirements are in place:

Act 359 – Performance Funding in South Carolina: Act 359 of 1996, an initiative commonly known as "Performance Funding," amended Section 59-103-10, et seq., of the Code of Laws of South Carolina, 1976, as amended, and established a new direction for the accountability and funding of higher education in South

Carolina. As a public institution of higher education in South Carolina, Act 359 requires that the College be funded based on performance in achieving standards in nine areas, known as "critical success factors." The legislation specifies 37 performance indicators for use in determining performance in achieving the critical success factors. As directed by the legislation, the South Carolina Commission on Higher Education has developed measures and a funding formula in cooperation with all South Carolina public higher education institutions, including ATC, and other stakeholders in South Carolina's higher education system. As provided for in law, performance funding was phased in over a three-year period, with appropriations allocated based entirely on the performance funding system during FY 1998-99 for expenditure in FY 1999-2000.

Act 255 & 629 – Institutional Effectiveness in South Carolina: Act 629 of 1988 states that "each institution of higher learning is responsible for maintaining a system to measure institutional effectiveness in accord with provisions, procedures, and requirements developed by the Commission on Higher Education." In addition, Act 255 of 1992 requires the "Commission on Higher Education to submit certain annual reports … which provide for specific information about the State's two-year and four-year institutions to be submitted to the Governor and Legislature each year." Taken together, the above Acts constitute an abundance of information by which the higher education community, as well as its constituents, can make well informed judgments as to the educational quality and well-being of higher education in South Carolina.

Act 629 requires predominantly narrative information which describes the College's overall efforts to improve in a variety of educational areas such as general education; academic majors; academic advising; retention; minority student and faculty access and equity, etc. Act 255 requires predominantly quantitative comparative data, displayed in table format, which provides additional information on such things as student graduation rates; percent of courses taught by full-time faculty, part-time faculty and graduate assistants; results of professional examinations, etc. One combined annual report is published and submitted to the South Carolina Legislature on January 15th of each year. The College prepares an annual Institutional Effectiveness Report and submits the report to the State Board for Technical and Comprehensive Education and to the Commission on Higher Education for inclusion in the report to the Governor and the General Assembly. The College's annual reports are also distributed internally and posted on the ATC Web page. Copies of the statewide report *Indications of Productivity and Quality in South Carolina's Public Colleges and Universities* (Minding Our P's and Q's) are maintained by the Director of Planning and Research.

All institutional effectiveness results performance outcomes from Acts 359, 255 and 629 feed directly into the overall planning and budgeting process. Closing the loop between planning, assessment, and budgeting provides a context for all three activities and allows the College to better focus on improvement in all programs, services, and operations.

Academic Program Evaluation and Review: The College conducts an annual evaluation of all approved associate degree, diploma, and certificate programs as required by the SBTCE using productivity standards based on enrollment, number of graduates, and placement. The evaluation utilizes Integrated Post-Secondary Education Data System definitions, timeframes, and data. Program productivity is measured in quantitative terms – enrollment (headcount and full-time equivalent), number of graduates, and job placement. The process allows for programs to be phased out when new technology or changing economic conditions render them obsolete. This flexibility allows the College to reset priorities and reallocate resources to insure effective delivery of instruction to meet the most pressing needs of the College and the employers and students we serve. Academic Program Evaluation and Review results are published annually and distributed to target audiences within the College.

The College uses state, regional and national data available through a variety of sources for comparative studies. The Southern Region Education Board and the Integrated Post-secondary Education Data System Peer Analysis tools along with the South Carolina Commission on Higher Education Management Information System database provide additional comparative data.

III.4.5. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

The Office of Information Systems Management (ISM) provides a secure network where all institutional data and electronic information is housed. The Office of Planning and Research maintains secure files for all institutional research, surveys and performance reporting.

ISM ensures a secure network by providing multiple layers of protection, including filtering at the Internet router, separate firewalls for the administration and the student networks, antivirus network filtering, antivirus protection on each server and PC, as well as packet filtering/prioritization, VPNs and VLANs to protect network security and availability. Data Access Accounts are each given only the access required for the function. Data is backed up nightly and the main data base is backed up hourly during access hours. The Office of Planning and Research maintains secure files for all institutional research, surveys and performance reporting.

The College follows and distributes to its students information regarding the Family Education and Rights and Privacy Act. Faculty and staff are regularly informed of the need to follow the law when dealing with student information. In addition, the College has an effective, secure student data base system (*Student Colleague* from Datatel) and the database is routinely saved and stored in an off-site location. Since the data base system is relational, it is very powerful and provides timely data for accurate decision-making.

III.4.6. How do you translate organizational performance review findings into priorities for continuous improvement?

ATC translates organizational performance review findings into priorities for continuous improvement through its Institutional Effectiveness Program. As discussed more fully in previous sections, results from assessments, performance reviews, and program assessments are provided to key personnel for use, review and dissemination. Strategic, annual and single-use plans are adjusted as necessary to achieve continuous improvement in programs, services, and operations.

III.4.7. How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Organizational knowledge is maintained in various College documents, such as the Policy and Procedure Manual, office-specific procedure manuals, Employee and Faculty Handbooks, meeting minutes, course syllabi, audit reports, mandated state and federal reports, accreditation reports, planning documents and other official documents of the College. These documents are maintained within the Office of the President or designated Vice President's office. Cross training is routinely used to transfer employee knowledge. Succession planning processes identify those positions most likely to turnover due to retirement and efforts are made to target these positions for cross training efforts. The College participates in the SCTCS peer group process for all major functional areas of the College. These peer groups formally meet to share knowledge across Colleges and for professional development opportunities.

CATEGORY 5 – FACULTY AND STAFF FOCUS

III.5.1. How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

ATC utilizes a multi-tier reporting structure within the major operating areas of the College in order to optimize operations by eliminating duplication of processes and to assign specific areas of responsibility to each division. As indicated on the organizational chart included in Section II.11, ATC has an Executive Staff which consists of the College president and the four vice presidents in charge of the four divisions: Administrative Services, Student Services, Academic Affairs and Workforce and Business Development. The Vice Presidents report to the President. Each division consists of a tier of directors/managers and lower level supervisors and other employees. Work is assigned in support of the departmental, divisional and organizational goals.

Job duties and performance objectives are communicated to faculty and staff and evaluated via the performance management system. Faculty use the Faculty Performance Management System and staff use the Employee Performance Management System. These individual performance management tools are designed to facilitate employee success and to communicate expectations and success criteria to employees. There is also a section for objectives that are typically tied to the College's annual plan.

Throughout the College, departments have procedures in place to encourage optional and mandatory professional development. Adjunct faculty in WBDD are required to complete Train-the-Trainer, a course which teaches instructors how to instruct, before they can begin conducting training for local business and industry. Some departments require supervisors to attend supervisory practices training. A Professional Development Committee uses a dedicated budget to support individual training activities. Additionally, the College has a diversity program geared toward improving classroom management and employee relations.

Faculty and staff are empowered by participating in the development of performance management objectives and providing input into the annual planning process.

Since innovation within the College may be fostered by providing additional funds, the Faculty of the Year receives a monetary award from the ATC Foundation and is funded to attend the NISOD Conference. Additional funding from non-traditional sources and release time are commonly used to support these activities.

III.5.2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

ATC's reporting structure consists of an Executive Staff. Communication for major initiatives usually begins at this level and is communicated downward through a multi-tier level of employees. A monthly college-wide meeting ensures that all employees within the College are "in the loop" and aware of projects, innovations and activities. Individual departments hold training sessions as they introduce new technology, enhancements and new programs/services. Examples include sessions conducted by the Information Systems Management Department on CampusCruiser and Web Advisor, ATC's two new communications systems.

Throughout each year, ATC offers professional development activities to faculty and staff that cover a variety of topics that impact the employees' performance. Faculty professional development activities are conducted a minimum of twice yearly and may include topics such as effective teaching and classroom management. Professional development topics are selected based upon current trends and institutional survey results.

Divisional retreats offer another opportunity for departmental employees to offer insight to their areas of responsibility. Departmental and interdepartmental cross-training is encouraged. An electronic college newsletter, *ATC Today*, is published bi-monthly. A Web-based announcement and communication system, *My ATC*, has been implemented to provide email capability for all faculty, staff, and adjunct instructors.

III.5.3. How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

Faculty and staff performance appraisals are tied to the College's annual plan, creating a higher level of accountability for employees. Recently, the administration implemented a system whereby the highest rating an employee can receive on his/her evaluation if he/she fails to complete an action step item is "Satisfactory." This ensures that employees have a higher level of commitment to their performance objectives. There is also a provision for interim performance appraisals, whereby a supervisor can provide performance feedback to employees prior to the formal appraisal. Interim performance appraisals may be used to identify areas where performance is less than satisfactory and to implement a work improvement plan for employees.

Students evaluate faculty members twice a year. These evaluations assist supervisors in determining faculty performance, completing planning stage documents, and making recommendations for performance improvement. Planning stages are a portion of the faculty FPMS.

The formal performance management system for the faculty and staff management system is in compliance with the guidelines of the South Carolina State Technical College System. At the beginning of the annual rating period, the supervisor and the rater jointly develop a planning stage document which defines expectations for the employee and includes guidance by the rater as to what is to be accomplished during the period. This plan is subject to change over the course of the year as situations change. Action steps in the annual plan are assigned to at least one individual that is responsible for the completion of that part of the plan. At the end of the rating period, there is a formal review of the planning stage, the employee's input as to the degree of completion, and the rater evaluation of the employee's performance. Should there be disagreement; the employee may provide additional comments, which are then forwarded to the designated reviewer.

Informal evaluation and counseling is performed over the entire period of the performance. The rater (first line supervisor) uses personal observations, reports and surveys, and other tools to ensure the quality of subordinates' work.

III.5.4. How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Faculty and staff development is tied to employee areas of responsibility and anticipated College needs as outlined in the strategic plan. Generally, survey results and an awareness of trends are used to determine training and development needs. Examples of the survey tools include student evaluations, an institutional effectiveness survey and a communications survey.

One measurement for training effectiveness includes the same tools used to determine training and development needs. The same surveys are conducted and reviewed to determine if there are indications of improvement. Another method is the performance management system which permits supervisors to monitor and manage employee performance.

Use of new knowledge and skills are encouraged through the performance management systems. For faculty, *use of new technology* is rated on their performance evaluations. For staff, performance objectives may be

established in a manner that forces the use of newly acquired knowledge and skills. For example, a human resources director who has attended succession planning training may be required to develop and implement an internal succession plan.

The agenda for regularly scheduled professional development activities is based on needs that are outlined in the College's annual plan. Surveys of faculty and staff are used both to select subjects for professional development and to evaluate the sessions after they are conducted. Faculty and staff are encouraged to pursue courses of study to develop their professional and subject matter expertise with financial support from the College. Training is conducted for faculty on new technologies to be used in the classroom, especially in courses related to computer technology.

III.5.5. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

The College began a workforce planning process in 2005. Several divisions realigned to prepare for anticipated attrition, including retirement and general employee resignations. The Academic Affairs Division restructured to include a single vice president with four deans reporting directly to the vice president. The new structure allows the deans to gain more expertise in their respective areas and devote more time to their subordinates. Knowledge is more concentrated, so more individuals get the hands-on experience that may permit them to assume higher level positions as they become available.

The Administrative Services Division underwent several realignments in recent years in an effort to allow more cross-functional duties in the areas of purchasing, physical plant, human resources, financial support services, and financial accounting and analysis. Student Services and WBDD also restructured to allow more cross-functioning and to position current employees for possible promotional opportunities.

The College now engages in a more comprehensive selection process for faculty members so that candidates fully understand the mission and concept of a two-year college. This process results in hiring faculty with the right organizational "fit."

Additional efforts to manage career progression include the availability of professional development programs. There are three pools of money allocated for professional development: the Professional Development Tuition Assistance Program, the ATC Foundation, and departmental budgets.   The Professional Development tuition assistance account was doubled for the current fiscal year in order to assist more employees and to provide more assistance to current recipients. The ATC administration encourages cross-training both within departments and divisions and across departments and divisions as part of its succession plan.

ATC actively supports various leadership programs to develop individuals for leadership roles, including the University of South Carolina Graduate Leadership Program, Leadership Institute, and Leadership Aiken. Other examples include various certifications offered by the State of South Carolina, all geared toward preparing employees for advancement. Often, professional development activities are tied to the employee's performance objectives.

Succession planning is incorporated in the College's annual plan for the current fiscal year. As part of this process, the administration will examine upcoming retirements, retirement eligibility reports and the credentials of the current faculty and staff. These items are used to identify gaps and to enact plans to prepare for anticipated attrition.

III.5.6. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

The College utilizes several assessment tools to measure employee satisfaction, well-being and motivation, including an institutional effectiveness survey, communications survey, and focus group sessions. The College president also conducts annual listening sessions with each division. While the listening sessions are primarily used for process improvement, they afford employees an opportunity to speak directly with the president on issues that directly or indirectly affect attitude and performance. Upon resignation or retirement, employees complete a termination questionnaire and an interview with human resources and the College president, opportunities that afford exiting employees to express employee satisfaction and any other information they wish to share.

Beyond the standardized methods for assessing employee satisfaction, human resources and the Office of the President both promote an open-door policy for employees to share concerns. The administration encourages all supervisors to offer the same opportunity to their direct reports.

ATC has several measures in place to promote employee well being. Beyond the state offered insurance programs and benefits, ATC has several amenities available to employees, including:

- A wellness center and gym
- A Weight Watchers
- An employee assistance program available through South Carolina Vocational Rehabilitation
- A tuition assistance program
- A degree attainment program, whereby employees receive salary increases for completion of degrees/certifications
- Discounts at the College's bookstore, local restaurants and campus events

In order to ensure campus safety, ATC's Public Safety Department conducts safety training on a wide variety of topics, including a Rape Aggression Defense course that is offered twice per year. Escort services are available through the Public Safety Department, and plans are underway to install call boxes in all campus buildings.

In its effort to promote mental and social health, the College hosts several campus-wide social activities throughout the year, including a welcome back activity each August, a holiday luncheon each December, a spring social, and a Halloween activity. Departmental and divisional activities and retreats are held periodically. Such activities combine games with training activities geared toward employee effectiveness. ATC employees are also very supportive in activities that benefit both the ATC Foundation and a variety of local charities, thus indicating employee support of the College and its surrounding community.

In support of its commitment to employee well-being and satisfaction, ATC's administration has developed a process to fully investigate employee complaints. Anyone found to be in violation of College policy and/or procedures or creating an unsafe or unwelcome environment for employees and/or students is disciplined in a manner deemed appropriate for the offense.

Permanent employees have access to medical and dental benefits packages that benefit them and their families. This health insurance can be supplemented through a Money Plus program that dedicates pre-tax dollars to expenditures on selected medical expenses. Of the approximate 140 full-time employees eligible for state offered health and dental insurance, 88% participate in an optional health insurance plan and 90% participate in the dental plan.

III.5.7. How do you maintain a safe, secure, and healthy work environment? Include your workplace preparedness for emergencies and disasters.

The Office of Public Safety provides 24-hour security and protection for the campus. The office is staffed with 2 law enforcement officers who have full arrest authority and 8 contract security guards. In addition to public safety, the office provides safety training sessions and seminars to college personnel such as, first aid/CPR, blood-borne pathogens, fork lift operation, etc. Safety audits and inspections are conducted to ensure all facilities and equipment meet safety standards. A disaster management plan is maintained by the College.

III.5.8. How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

The College uses an institutional effectiveness survey and a communications survey to measure employee satisfaction. Survey results are compiled by the Office of Planning and Research and presented to the Executive Staff. Priorities are determined in accordance with frequency of occurrence; how the item supports the College's mission, vision, values and goals; and feasibility. Items that impact the campus as a whole, items that parallel the College's strategic initiative, and items that are feasible to implement become priority.

Additionally, the College's Professional Development Committee conducts surveys and focus group sessions to determine what types of employee development programs and services the College should offer, as well as ways to improve existing programs and services.

An example of how the College uses faculty and staff assessment findings to determine priorities is evident in the College's tuition assistance program. A survey conducted by the Professional Development Committee showed that the amount of tuition assistance available was relatively low, considering the number of employees who were requesting help. The administration responded by doubling the amount of funds available for tuition assistance for the current fiscal year. Since 2001, ATC has provided tuition assistance to 18 percent of its employees, totaling more than $31,000.

CATEGORY 6 – PROCESS MANAGEMENT

III.6.1. How do you determine and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?

Key learning and support processes are aligned with the College's mission, goals, and objectives. The following table illustrates the key learning-centered processes and support for each area.

Instruction	Academic Support	Student Services	Institutional Support	Operation and Maintenance of Plant
Credit associate degrees, diplomas and certificates	Program Advisement	Student Activities	IT Support	Information Services Management: Classroom and Laboratory Design, Installation and Maintenance
Customized Contract Training	Testing Services	Co-curricular Activities	Grants	Facilities: Classroom and Laboratory Design, Maintenance and Utilization
Hybrid Learning Laboratories	Academic Success Center	Counseling/Placement Services	ATC Foundation	
Seminars and Workshops	Center for Teaching and Learning Excellence	Orientation/Transition Services	Operational and Capital Budgets	
Occupational Short-Term Training Programs	Learning Resource Center	Financial Aid Services		
Continuing Education, professional and Community Interest courses	Professional Development Seminars for Faculty	Student Registration/ Records		
Distance Education, on-line learning				

Figure III.6.1 – Key Learning-Centered Processes

III.6.2. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key student-centered process requirements?

Key divisional areas conduct surveys to gather stakeholder feedback and the Planning and Research Office periodically conducts numerous institutional surveys as part of the College's institutional effectiveness program. Survey results are compiled, analyzed, and distributed to target audiences throughout the year.

Other tools are also used to gather extensive input from stakeholders. External stakeholders provide input through planning retreats, advisory committees, focus groups, and listening sessions, while internal stakeholders, including students, do the same through similar avenues.

The College conducts scheduled environmental scanning and divisional and institutional surveys to gather data related to stakeholder feedback on key student-centered processes. The survey process is tied to the annual planning process of the College.

The development and implementation of several electronic systems are a direct result of student concerns for more communication and better services. The College implemented the "My ATC" system to provide electronic communication to all students in a timely manner. Access to student profile information has been available since the implementation of the Web Advisor system last year. Beginning Spring 2007, students will have an opportunity to register themselves into classes on-line.

III.6.3. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

ATC monitors class size, faculty load, program enrollment, and budget expenditures to monitor efficiency and effectiveness in processes and delivery of services. To reduce inefficiencies job redesign and departmental restructuring is reviewed as in the recent realignment in Academic Affairs and WBDD.

ATC regularly reviews, benchmarks and implements new technology to improve cycle time in student and administrative processes, for example, the College has implemented several online applications. Hybrid courses permit students to do the majority of coursework online. The College also recently implemented a number of electronic systems to further improve efficiency and effectiveness in campus communication. "My ATC" provides electronic communication to all students in a timely manner. Web Advisor provides access to student profile information. For instance, students who may be under-achieving in a class are warned through the campus' 'early alert' system that they must improve their course grades.

Starting Spring 2007, students will be able to register for classes online, which will greatly streamline the registration process.

III.6.4. What are you key performance measures or indicators used for the control and improvement of your key student-centered learning processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

The College has developed and implemented an internal Institutional Effectiveness Program centered on six "Critical Success Factors" that are supported by appropriate "Core Success Indicators." Each CSI includes a definition, method of measurement, standard, data source(s), and assignment of primary responsibility. Standards have been established for each CSI based in part on historical performance and primarily on a commitment by the College to achieve and sustain levels of performance that move the College toward excellence in all of its operations. The 16 core success indicators represent an internally developed and approved institutional effectiveness "report card" and is used in its strategic planning cycle.

Critical Success Factors	Core Success Indicators
-A- Programs of High Quality	A-1 Assessment of the Academic Major A-2 Assessment of Developmental Education A-3 Students Continuing Their Education
-B- Student Satisfaction and Retention	B-1 Student Satisfaction with Instruction B-2 Student Satisfaction with Student Services B-3 Student Satisfaction with WBD Programs B-4 Student Retention in Credit Programs
-C- Post Education Satisfaction and Success	C-1 Graduate Employment Rate C-2 Employer Satisfaction with Credit Graduates C-3 Employer Satisfaction with WBD Programs
-D- Economic Development and Community Involvement	D-1 College Impact on Economic Development D-2 College Service in the Community
-E- Effective Resource Management	E-1 Facility Adequacy and Condition E-2 Expenditure of Resources
-F- Organizational Development	F-1 Diversify College Workforce F-2 Professional Development

Figure III.6.4 – List of Critical Success Factors and Core Success Indicators

III.6.5. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

The College's key support processes are identified in figure III.6.1 (Academic Support, Student Services, Institutional Support, and Operation and Plant Maintenance), along with the key learning-centered proccesses. The processes are evaluated through a variety of survey instruments detailed below. This data is incorporated in the College's planning process.

Survey	Purpose	Data Gathered
New Student Survey	Targets students first-time students each fall.	• New students' goals • Information for College marketing and recruiting efforts • Student evaluations of specific processes and activities
Alumni Survey	Provides information to assess institutional effectiveness and provides an alumni forum for input into the College's decision-making process.	• Student objectives and success • Satisfaction with services • Graduate recommendations • College impact on graduate's personal development

Non-Returning Student Survey	Provides a medium for students to record their opinions and collects data used for institutional effectiveness.	• Reasons why students don't return • Educational objectives and achievement levels • Satisfaction with services/activities • Plans for continuing their education • Employment status
Student Withdrawal Survey Report	Provides a medium for students to express their reasons for withdrawing from the College while providing information to assist the College in continuous improvement of its educational services, programs, and operations.	• Employment status • Reasons for withdrawal • Satisfaction with services/activities • Future plans • Financial support/aid • General comments
Developmental Education Student Survey	Provides a medium for students to express their opinions on the developmental education program while providing the College useful information for continuous improvement of developmental education program instruction, services, and activities.	Satisfaction with: • Instructor availability • Math, English and reading courses, both self-paced and lecture • Individualized attention • Tutoring program • And opinions on scheduling options, learning methods and more.
Communications Survey	Assists in the development of a comprehensive communications system that increases the effectiveness of internal and external communication for the College.	• Identifies perceived strengths and areas that need improvement in the internal communication system.
Institutional Effectiveness Survey	Obtains feedback from the administrators, faculty, and staff on the College's overall institutional effectiveness program.	• Collects 'agreement' ratings on 47 criteria related to the institutional effectiveness program
Effectiveness of Governance Structure Survey	Evaluates the College's governance structure in order to improve it.	• Collects 'agreement' ratings on 19 criteria related to operation and performance of the governance structure
WBDD Student Satisfaction Survey	Obtains feedback from WBDD students on course satisfaction.	Satisfaction with: • Course material • Content • Instructor knowledge • Opportunities for skills practice
WBDD Business & Industry Satisfaction Survey	Obtains feedback from WBDD business and industry clients on course satisfaction.	Satisfaction with: • Course material • Content • Instructor knowledge • Opportunities for skills practice
Student Services Customer Service Surveys	Ascertains student satisfaction with services provided by Student Services to identify areas where increased support or services are needed.	Satisfaction with: • Promptness • Courtesy • Accuracy of information • Attentiveness and helpfulness

Figure III.6.5 Institutional Surveys

III.6.6. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education-related initiatives?

The College has created a computer based budget model that permits it to develop multiple scenarios to develop annual budgets. Different base assumptions about levels of state and local funding can be coupled with projected enrollment and tuition numbers to predict upcoming fiscal year revenues. The model permits assumptions relating to inflation and weather in order to project expenditures for items such as educational materials and utilities.

Features of the model engages decision makers in "what if" situations, enabling them to anticipate various outcomes and narrow options for building annual budgets. This permits the College administration to make recommendations to the Commission relating to tuition levels with a higher degree of confidence. Incorporated in the budget model is the capability to establish funding amounts for priority initiatives and contingency concerns.

CATEGORY 7 - RESULTS

III.7.1. What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare with competitors and comparable organizations?

**7.1.1
Graduate Job
Placement, 2002-2005**

Academic Year	2002	2003	2004	2005
Associate Degrees (Non University Transfer)	85%	92%	93%	91%
Certificates	87%	96%	93%	93%
Diplomas	95%	98%	98%	
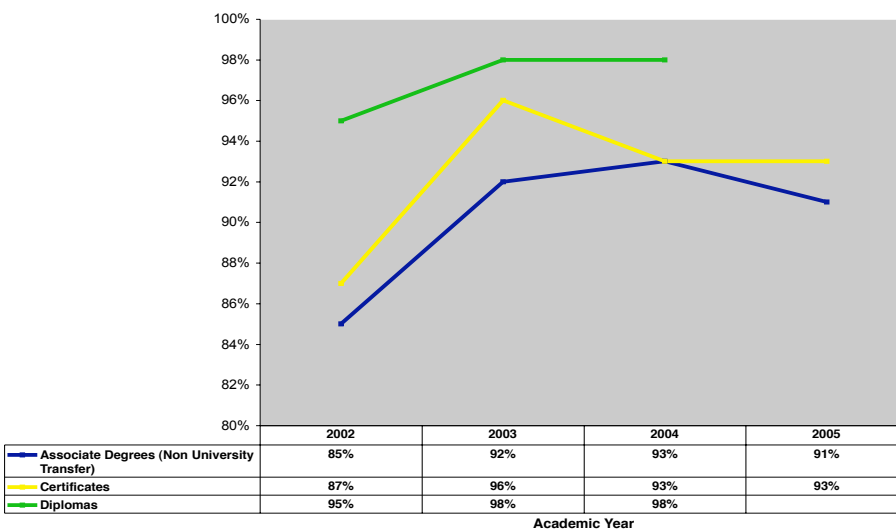
Key for Tables 7.1.2 to 7.1.14

Withdrawal Rate = The number of students receiving a grade of "W" divided by the total number of students enrolled in the course.
Completion Rate = The number of students receiving a grade of A, B, C, or D divided by the total number of students enrolled.
Pass Rate = The number of students earning a passing grade of A, B, C, or D divided by the total number of students enrolled less withdrawals (W).
Success Rate = The number of students earning a grade of A, B, or C divided by the total number of students enrolled less withdrawals (W).

Data Source: Institutional Datatel Records

**7.1.2
Course Completion
Rate: Computer
Technology Cluster,
FY02 to FY06**

Academic Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	19%	16%	12%	14%	18%
Completion Rate	69%	74%	78%	79%	74%
Pass Rate	86%	88%	89%	92%	91%
Success Rate	78%	81%	81%	86%	81%
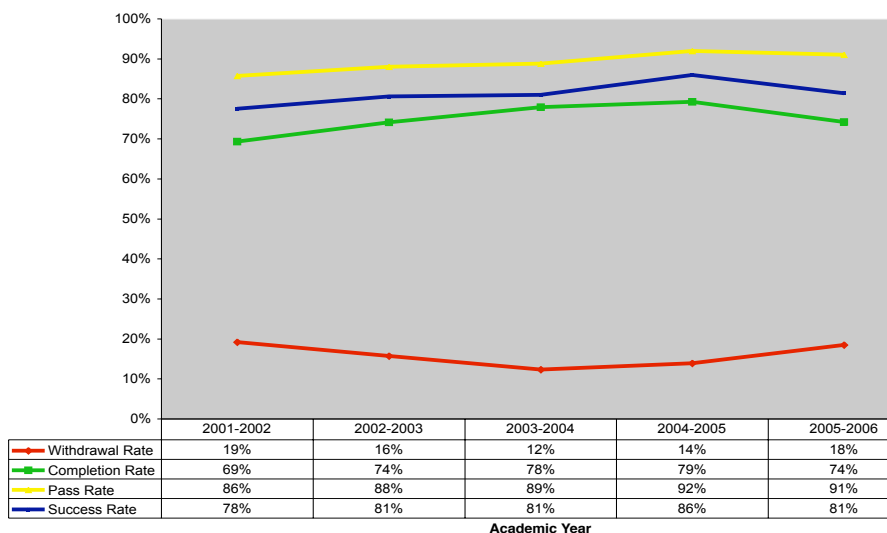
**7.1.3
Course Completion
Rate: Engineering
Technology Cluster
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	19%	16%	12%	14%	18%
Completion Rate	69%	74%	78%	79%	74%
Pass Rate	86%	88%	89%	92%	91%
Success Rate	78%	81%	81%	86%	81%

Academic Year
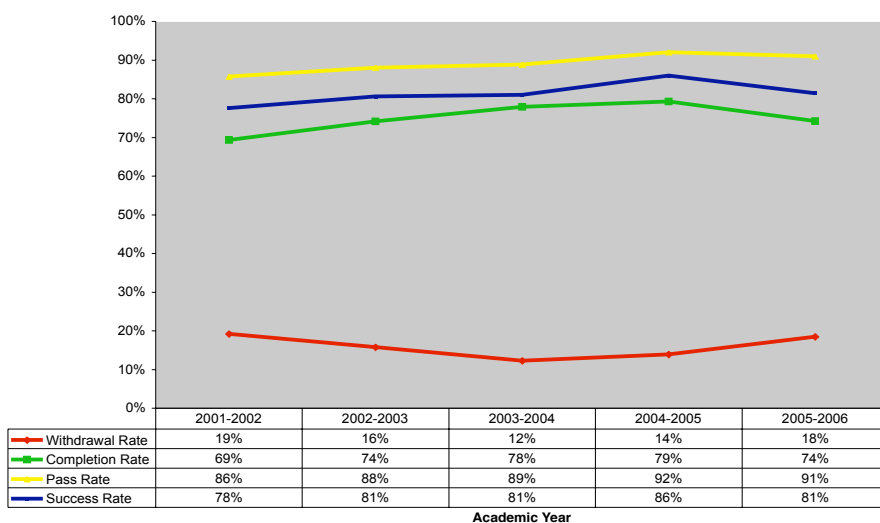
See Key on page 34

**7.1.4
Course Completion
Rate: Health
Programs Cluster
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	7%	9%	5%	8%	8%
Completion Rate	88%	85%	89%	85%	76%
Pass Rate	94%	93%	93%	92%	82%
Success Rate	93%	91%	91%	86%	79%

Academic Year
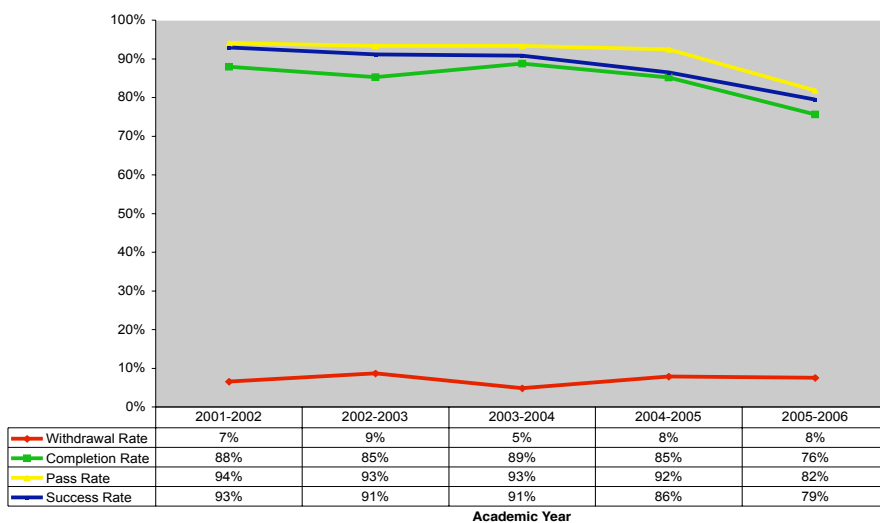
See Key on page 34

**7.1.5
Course Completion
Rate: Industrial/
Occupational
Programs
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	4%	6%	5%	6%	5%
Completion Rate	91%	88%	90%	89%	88%
Pass Rate	95%	93%	95%	96%	93%
Success Rate	93%	92%	93%	94%	89%

Academic Year
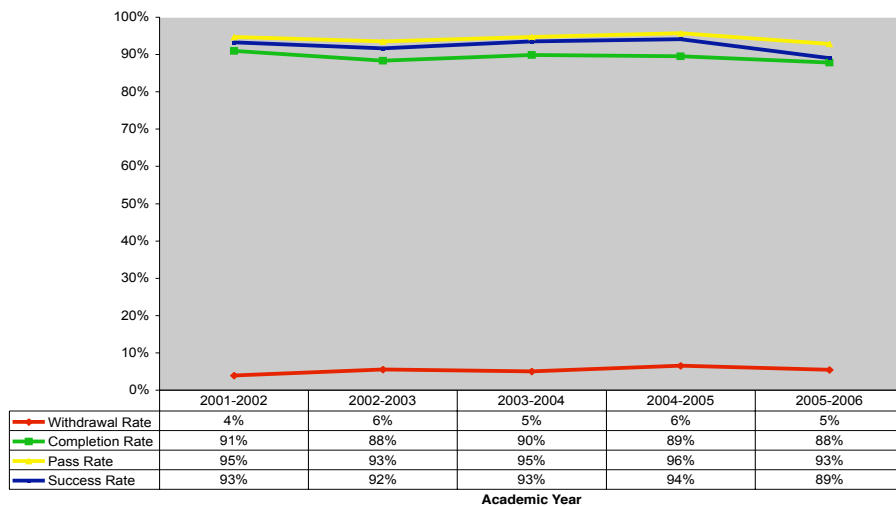
See Key on page 34

**7.1.6
Course Completion
Rate: Public Service
Cluster
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	11%	14%	12%	12%	12%
Completion Rate	80%	80%	78%	80%	77%
Pass Rate	90%	92%	89%	91%	88%
Success Rate	86%	88%	88%	87%	83%

Academic Year
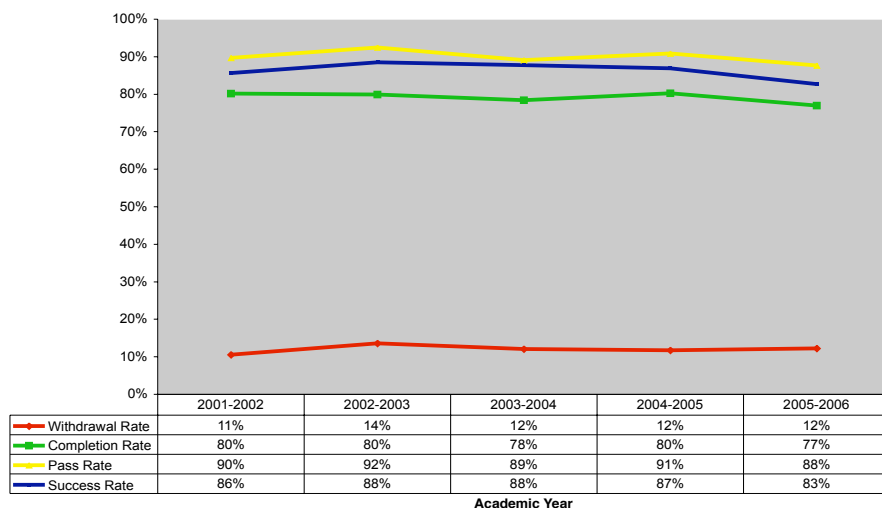
See Key on page 34

**7.1.7
Course Completion
Rate: Office Systems
Cluster
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	11%	12%	14%	11%	19%
Completion Rate	82%	80%	86%	83%	76%
Pass Rate	92%	91%	100%	93%	94%
Success Rate	88%	85%	96%	88%	87%

Academic Year
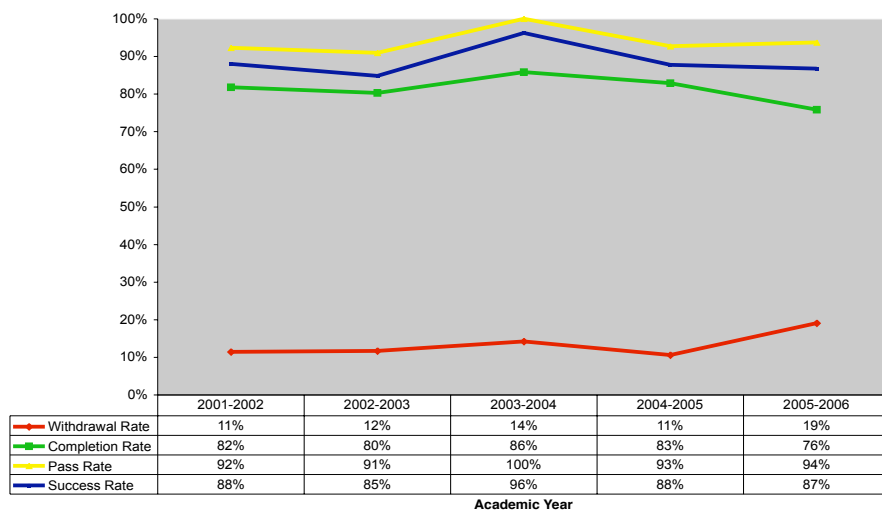
See Key on page 34

**7.1.8
Course Completion
Rate: Business
Programs Cluster
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	10%	12%	13%	9%	19%
Completion Rate	83%	81%	84%	84%	75%
Pass Rate	93%	92%	96%	92%	92%
Success Rate	89%	87%	92%	87%	86%

Academic Year
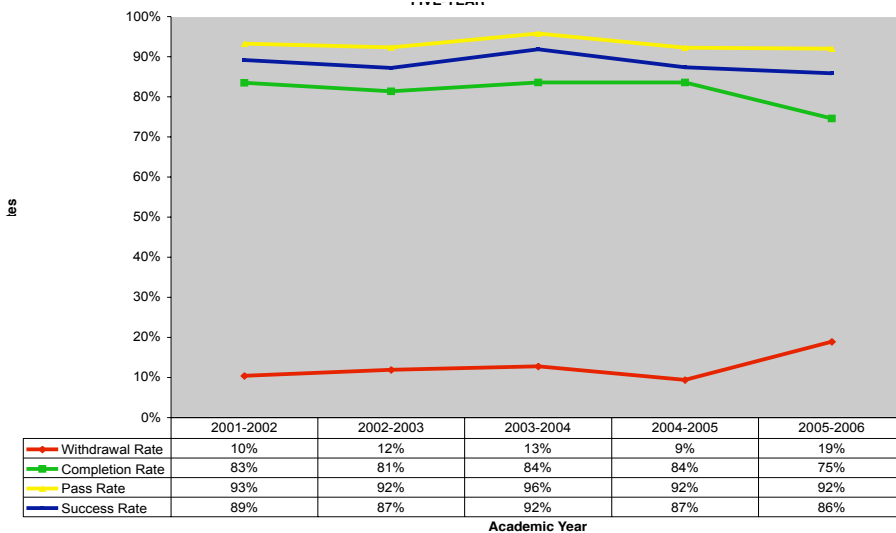
See Key on page 34

**7.1.9
Course Completion
Rate: Math
Courses (excluding
developmental)
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	30%	28%	21%	23%	24%
Completion Rate	67%	62%	69%	69%	61%
Pass Rate	96%	86%	87%	90%	80%
Success Rate	87%	75%	72%	77%	72%

Academic Year
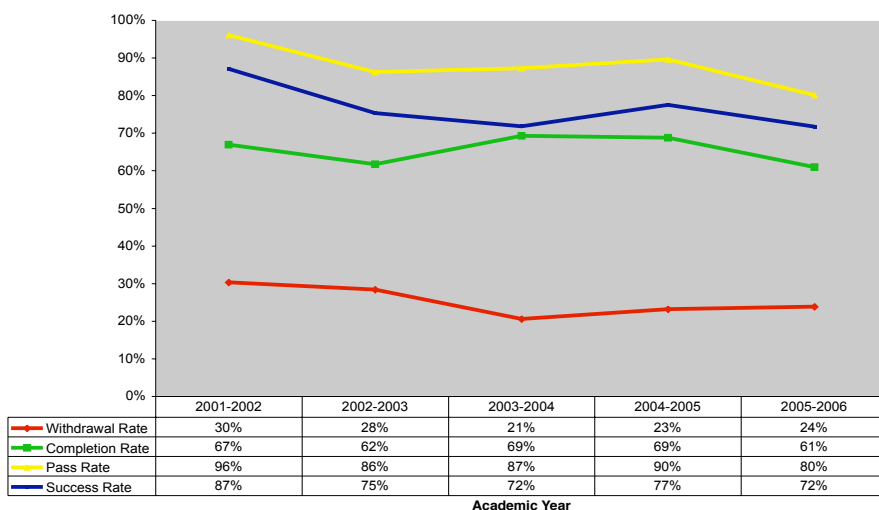
See Key on page 34

**7.1.10
Course Completion
Rate: English
Courses (excluding
developmental) FY02
to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	21%	19%	17%	16%	18%
Completion Rate	71%	72%	75%	75%	68%
Pass Rate	90%	88%	91%	90%	83%
Success Rate	85%	83%	86%	83%	76%

Academic Year
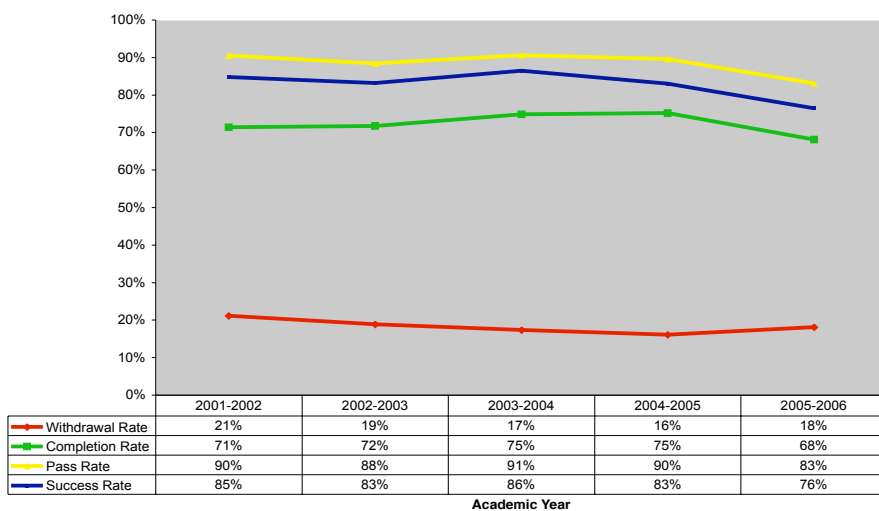
See Key on page 34

**7.1.11
Course Completion
Rate: Biology
Courses
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	20%	17%	16%	16%	18%
Completion Rate	67%	76%	73%	74%	66%
Pass Rate	84%	92%	87%	88%	81%
Success Rate	73%	80%	76%	75%	70%

Academic Year
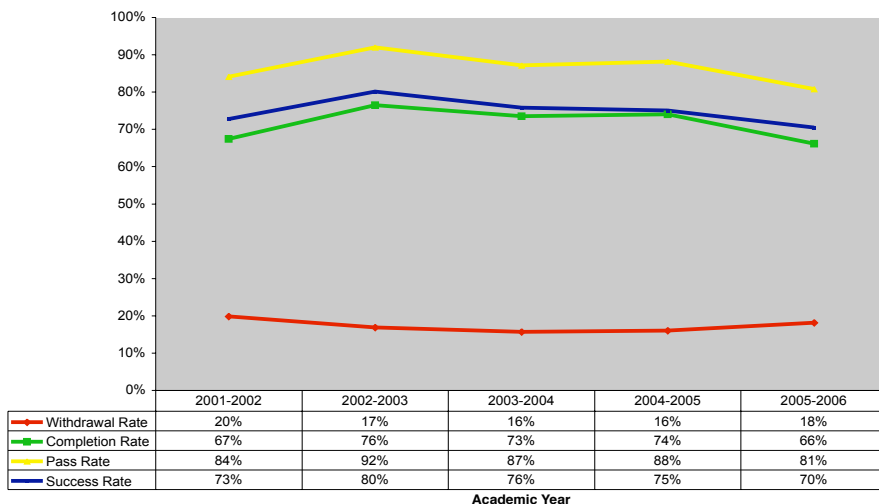
See Key on page 34

**7.1.12
Course Completion
Rate: Math
Developmental
Education
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal	14%	21%	17%	15%	21%
Completions	71%	61%	67%	34%	68%
Pass	83%	77%	81%	40%	86%
Success	75%	77%	81%	79%	84%

Academic Years
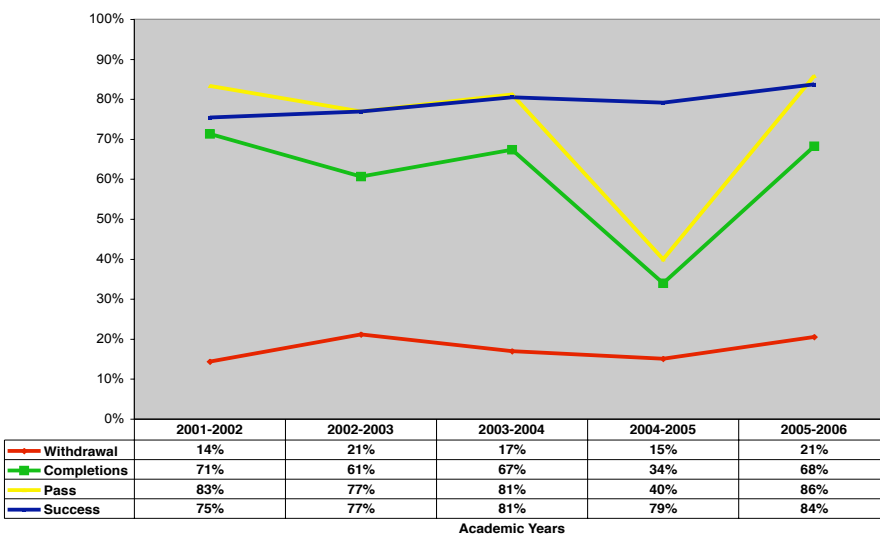
See Key on page 34

**7.1.13
Course Completion
Rate: English
Developmental
Education
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal	16%	15%	16%	14%	12%
Completion	64%	71%	72%	69%	69%
Pass	76%	83%	86%	80%	79%
Success	70%	83%	78%	78%	78%

Academic Years
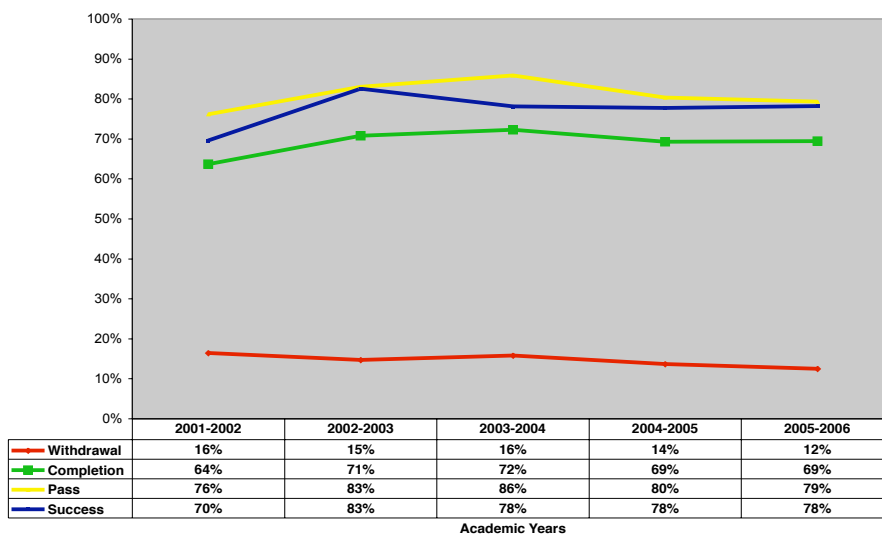
See Key on page 34

**7.1.14
Course Completion
Rate: Reading
Developmental
Education
FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Withdrawal Rate	14%	16%	16%	18%	9%
Completion Rate	79%	78%	77%	73%	46%
Pass Rate	93%	94%	92%	89%	50%
Success Rate	89%	94%	92%	89%	50%

Academic Years
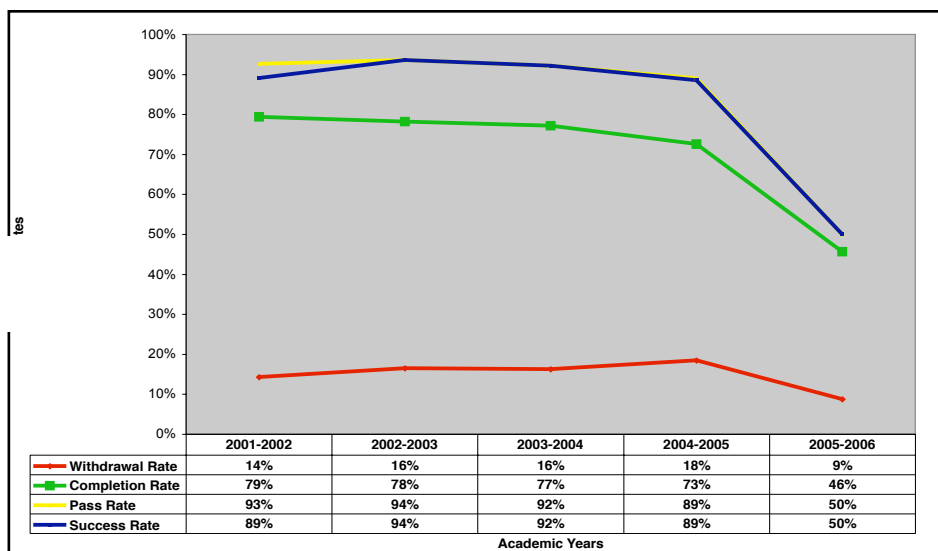
See Key on page 34

**7.1.15
Fall to Fall Retention
Rates, Fall 2000 to
Fall 2004**

	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
ATC	59.8%	53.8%	52.9%	55.7%	58.7%
SBTCE	57.4%	56.3%	52.9%	51.3%	50.9%
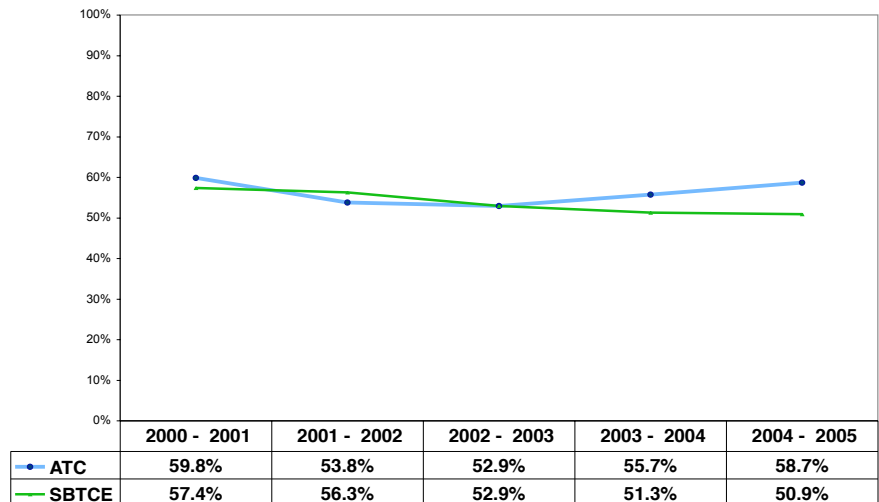
**7.1.16
Graduates' Pass
Rates on Licensure
and Certification
Exams, FY02 to FY06**

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Pass Rates	100.0%	79.2%	75.8%	88.2%	96.0%
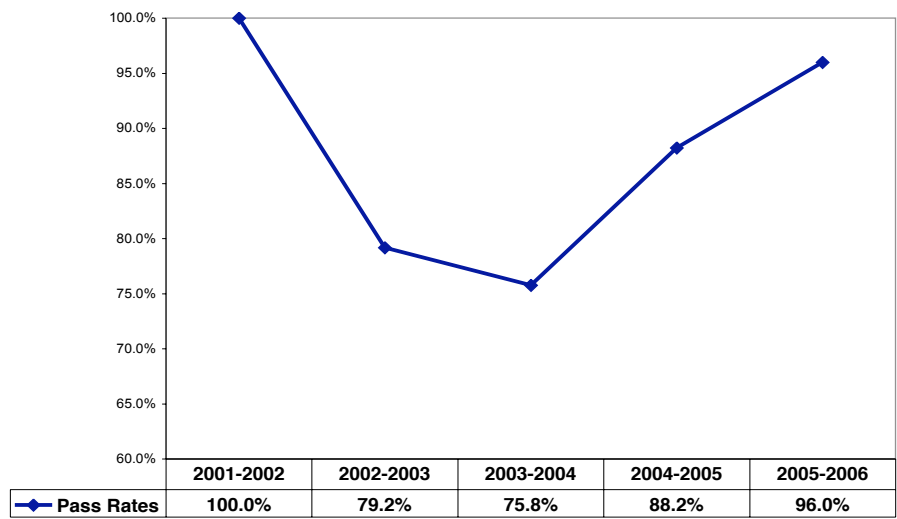
**7.1.17
ATC Total Awards for
Five Years, FY01 to
FY05**

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Awards	521	501	524	531	544
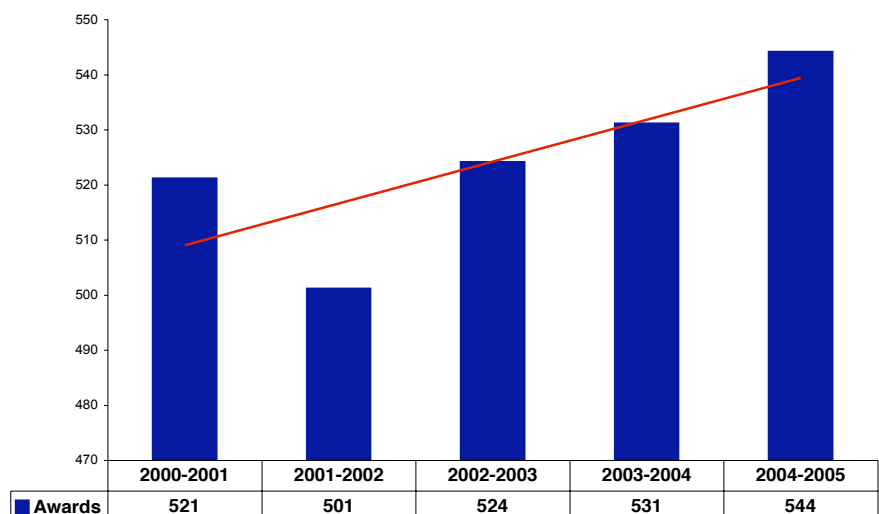
**7.1.18
ATC Five-Year
Enrollment – WBD
(Continuing
Education Units)**

	2001	2002	2003	2004	2005
Workforce and Business Development	30,914.95	32,348.54	33,400.18	36,907.74	37,162.35

Fall Semester
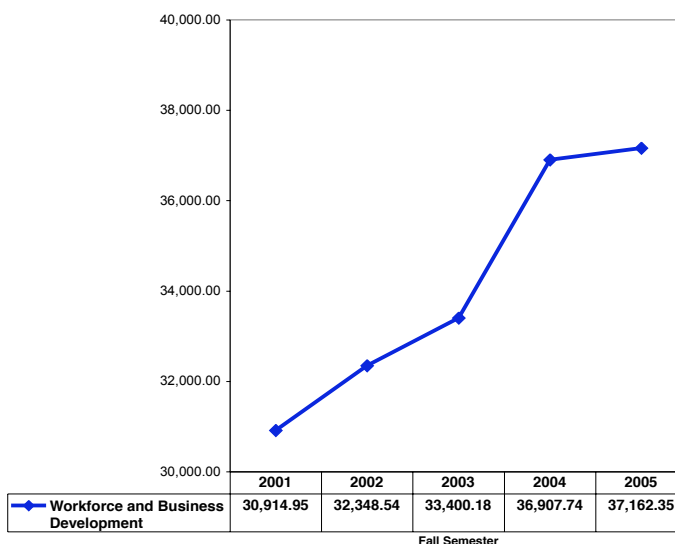
**7.1.19
ATC Five-Year
Enrollment – Credit
FTE**

	2001	2002	2003	2004	2005
Academic Programs: Undergraduates	1,497.40	1,584.33	1,619.20	1,647.87	1,580.00
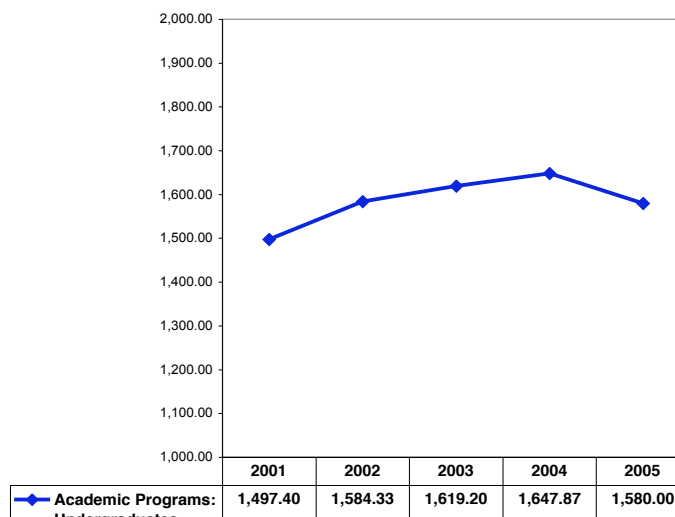
III.7.2. What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

**7.2.1
Percent of Minority
Students Enrolled Who
Were Residents of SC,
Fall 01 to Fall 05**

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Percentage of Minority Students who were enrolled and were residents of South Carolina	38.5%	38.9%	37.1%	35.6%	33.5%
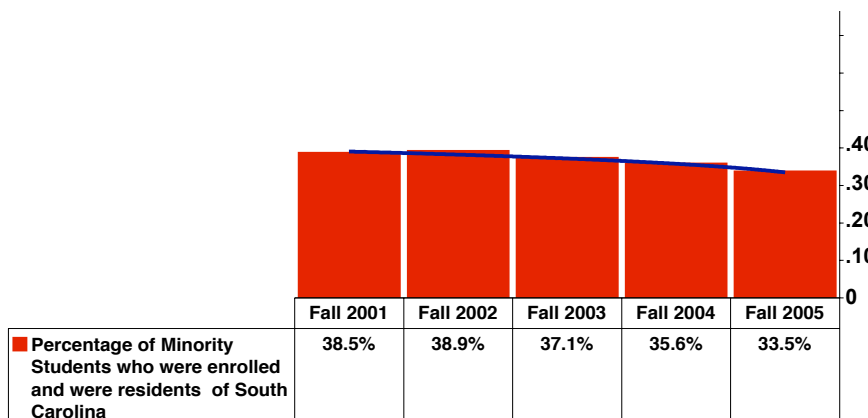
**7.2.2
Overall Satisfaction –
Student Evaluation of
Course and Instructor
Survey Results
Fall 2000 to Fall 2005**

Satisfaction Ratings = the total number of satisfaction responses divided by total number of responses.

	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Satisfaction Ratings	91.4%	93.2%	93.7%	94.3%	94.4%	96.1%
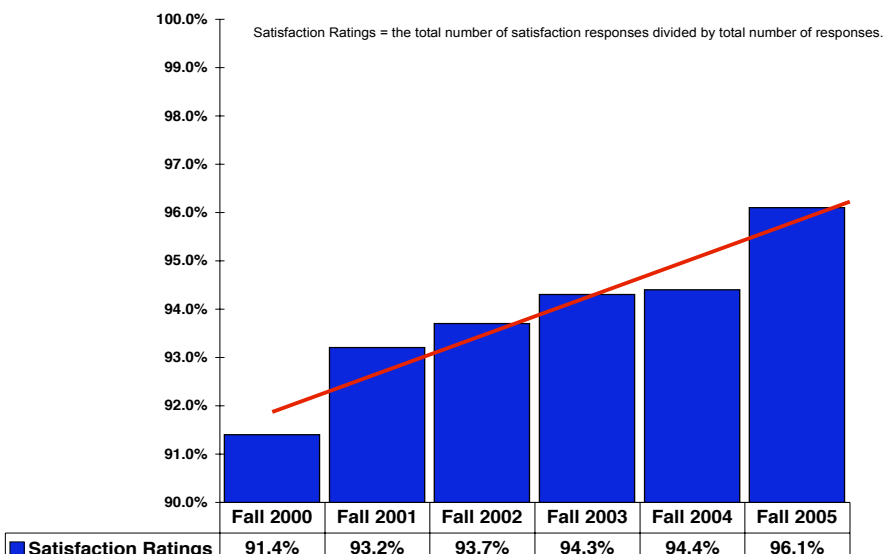
**7.2.3
Student Satisfaction
with Services
Fall 2001 to Fall 2005**

	2001	2002	2003	2004	2005
Facilities	92%	92%	91%	92%	93%
Services	86%	88%	92%	92%	93%
Programs & Instruction	88%	89%	87%	88%	90%
Activities	82%	85%	85%	92%	92%

Academic Years
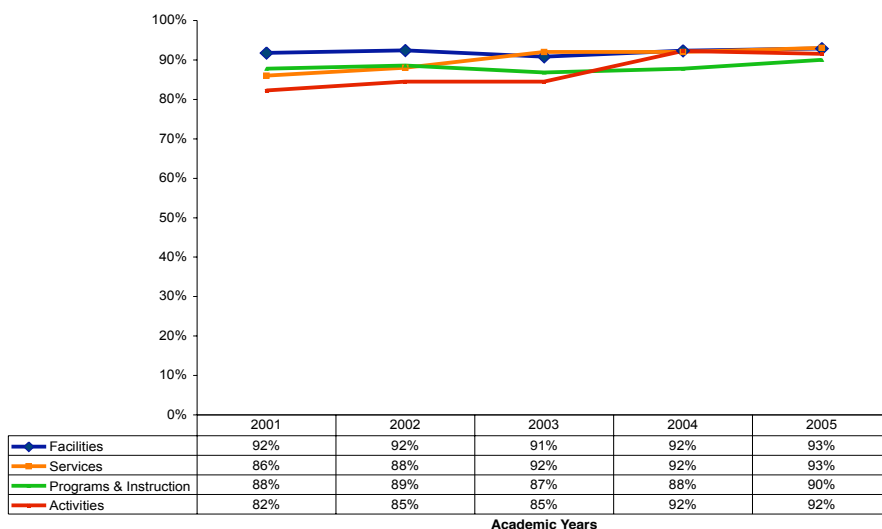
**7.2.4
Graduate Success
Rates, GRS Cohorts
1999 to 2002**

37.9% 39.1% 36.5% 30.3%

1999 2000 2001 2002
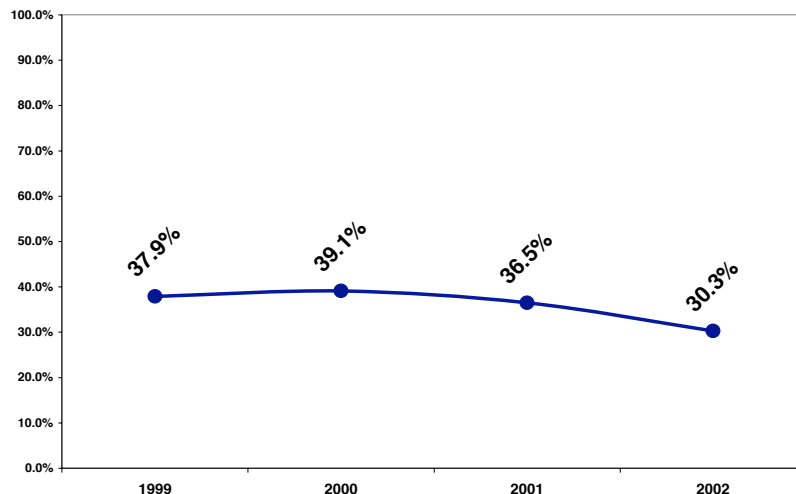
III.7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures on cost containment, as appropriate?

7.3.1
ATC Revenue Sources, FY97 to FY06

This chart compares the major revenue categories available to ATC. The change from State Appropriations to Tuition as the largest source of funding indicates the College's increasing reliance on producing competent graduates.

|	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-06 Est.
TUITION	2,570,362	2,422,642	2,640,641	2,843,624	3,276,819	4,353,618	5,377,054	6,661,515	7,324,269	7,452,574
STATE APPROP.	5,310,115	5,509,130	5,663,320	6,138,564	6,423,916	6,107,746	5,431,517	4,760,942	4,827,691	4,929,481
COUNTY APPROP.	1,051,957	1,059,232	1,101,079	1,157,709	1,175,407	1,535,319	1,479,878	1,722,684	1,621,000	1,402,299
OTHER REVENUE	339,821	365,149	356,704	339,622	351,877	311,169	429,485	575,871	380,547	373,089

7.3.2
## Increasing Revenue vs. Declining State Funds, FY01 to FY06

The comparions of State Operating Appropriations to overall Operating Revenues notes the five-year trend of reduced state funding. While the state dollar declines have leveled off, increased state funding from the current low levels is not anticipated in the near future.
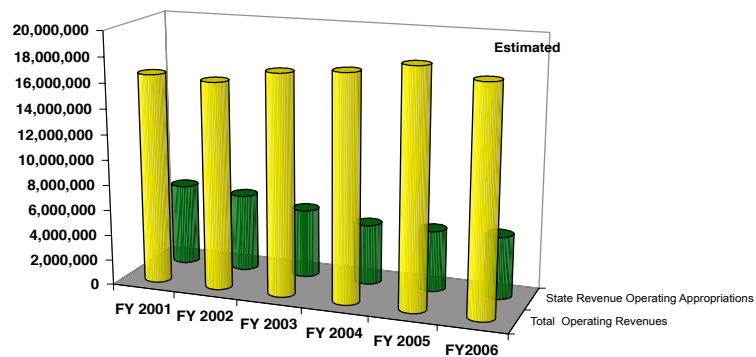
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY2006
Total Operating Revenues	16,543,260	16,298,156	17,344,534	17,742,563	18,577,031	17,780,194
State Revenue Operating Appropriations	6,423,916	6,107,746	5,431,517	4,760,942	4,827,691	4,929,481

7.3.3
State Reimbursement Rate/FTE/Semester, FY01 to FY06

The trend line remains downward for the state dollars received for each Full Time Equivalent student in spite of an estimated increased rate in FY06. The increase in FY06 results from a decrease in FTE with an essentially flat change in state dollars.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY2006
State Reimbursement Rate/FTE/Semester	4,874	4,335	3,710	3,139	3,072	3,422
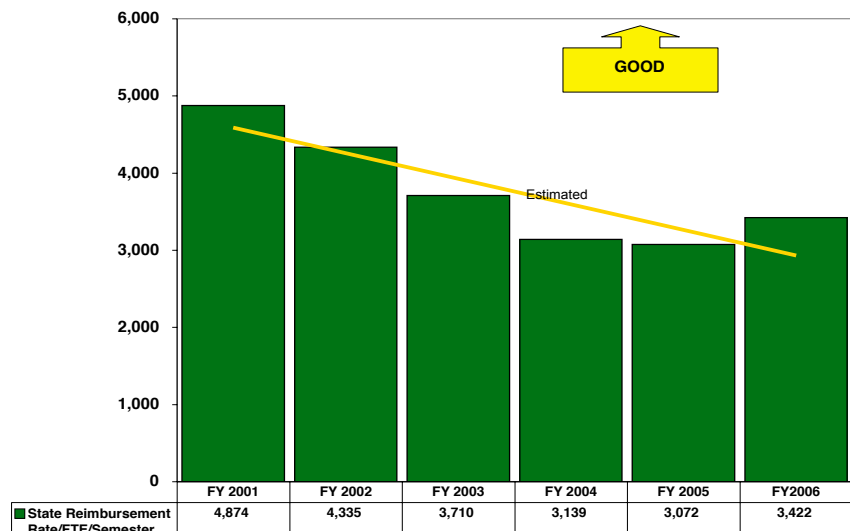
7.3.4
County Revenue Per ATC Square Feet, FY97 to FY06

County revenue received, in comparions to the footage serviced by the College, has trended downwards over the last 10 years; increasing the dependence of the College on other funding resources.
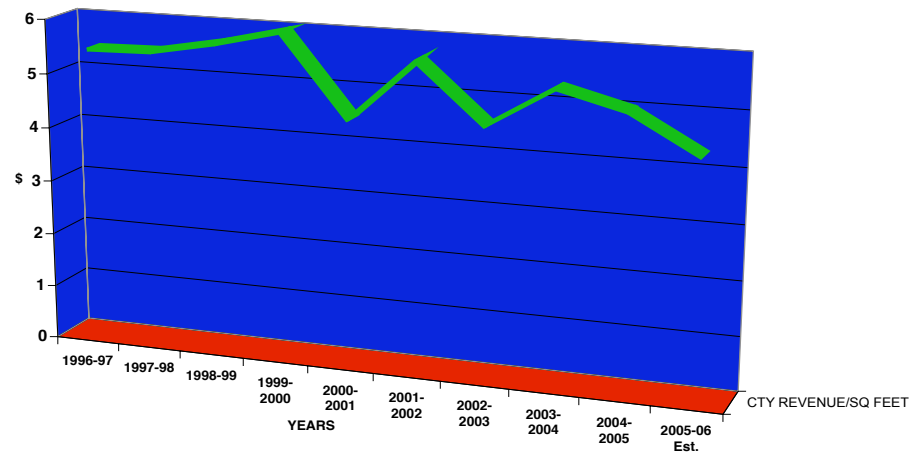

	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-06 Est.
CTY REVENUE/SQ FEET	5.42	5.45	5.67	5.96	4.49	5.61	4.56	5.3	4.99	4.32

7.3.5
Total Salaries & Fringe (Direct Cost) and Instructional Salareis as a Percent of Operational Expenditures FY01 to FY06
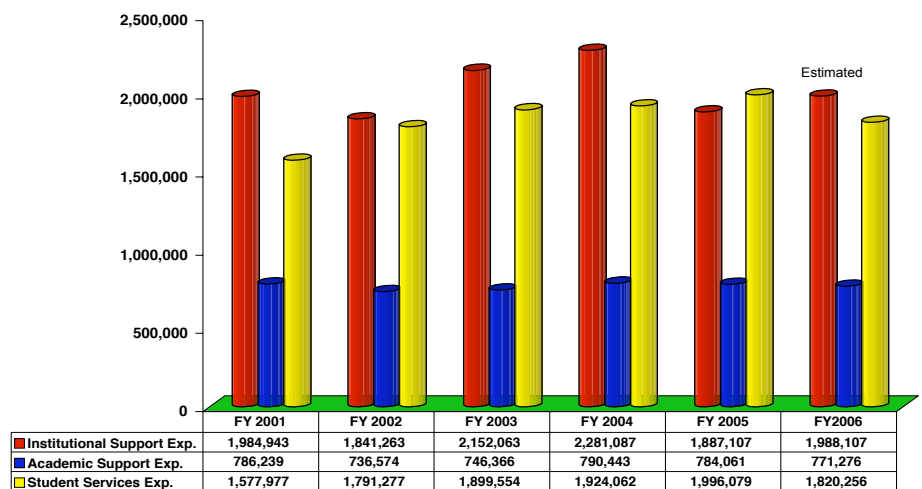
Overall instruction expense has remained in a steady six-year uptrend in relation to overall expenditures, while the relation of all salaries and fringe to operating expenditures dipped and increased with FY06's estimates. The dip occurred in years in which start-up programs increased overall non-salary expenditures for non-capitalized equipment.
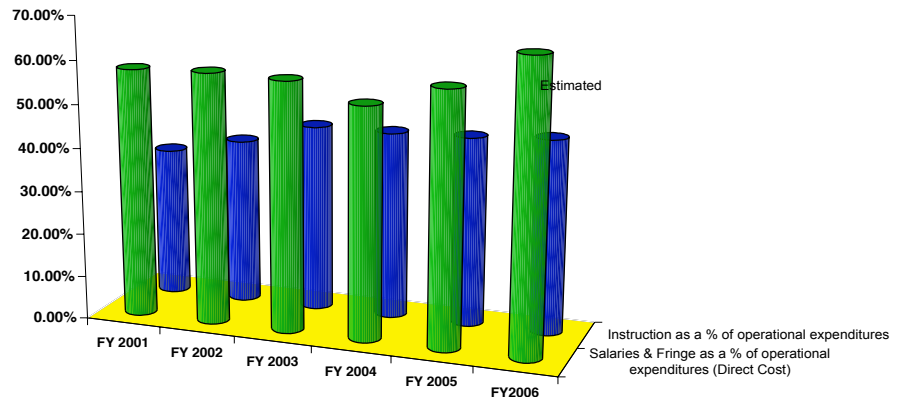
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY2006
Salaries & Fringe as a % of operational expenditures (Direct Cost)	57.55%	57.94%	57.48%	53.35%	58.34%	66.63%
Instruction as a % of operational expenditures	34.76%	38.42%	43.33%	43.28%	43.74%	44.79%

7.3.6
Trend Support Functions, FY01 to FY06

Expenditures for Academic and Institutional Support remained stable while Student Services expenditures increased over the period from FY01 to FY06. The increased expenditures for Student Services support reflect the growing College emphasis on customer service.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY2006
Institutional Support Exp.	1,984,943	1,841,263	2,152,063	2,281,087	1,887,107	1,988,107
Academic Support Exp.	786,239	736,574	746,366	790,443	784,061	771,276
Student Services Exp.	1,577,977	1,791,277	1,899,554	1,924,062	1,996,079	1,820,256

**7.3.7
Technology
Expenditures
FY02 to FY06**

While technology spiked in the years in which new allied health programs were introduced, technology equipment expenditures occur each year. Future cycles of new program introductions will produce new spikes.
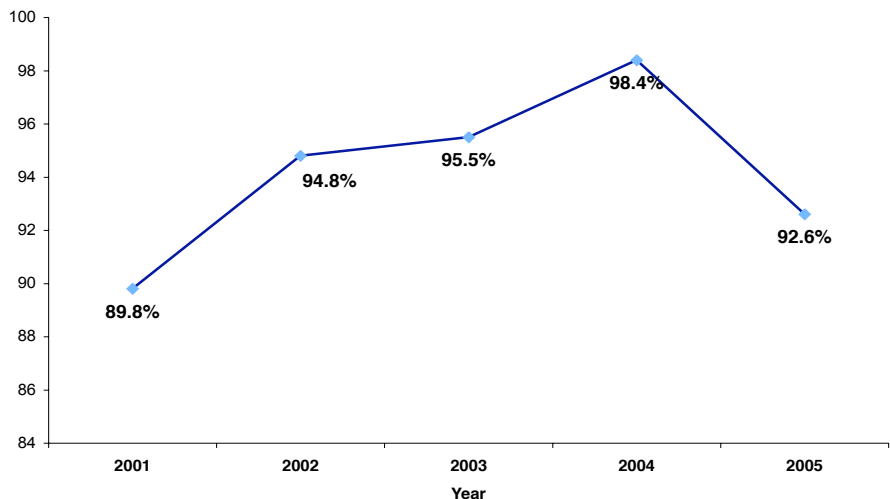
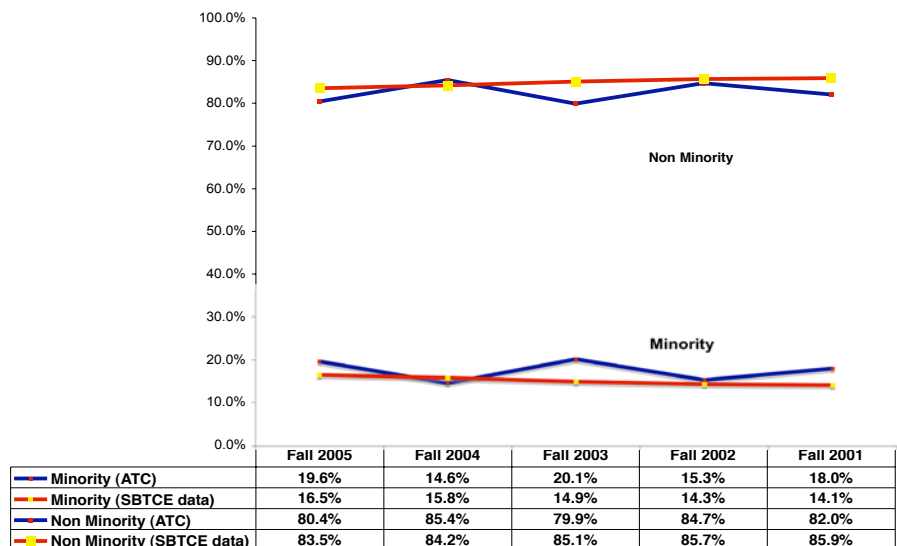|	FY2002	FY2003	FY2004	FY2005	FY2006
Equipment	$611,077.47	$656,095.23	$1,506,626.37	$263,043.02	$426,438.46
Supplies	$27,107.88	$0.00	$25,231.48	$22,074.31	$2,509.77
Contractual Services	$89,562.00	$111,847.61	$81,891.53	$155,612.60	$39,170.14

Fiscal Year
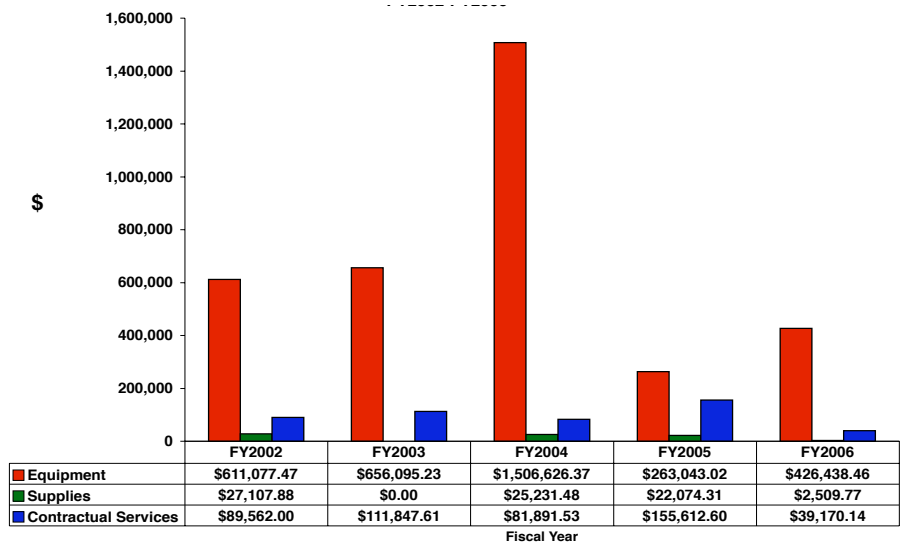
III.7.4. What are your performance levels and trends for your key measures work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

**7.4.1
Equal Employment
Opportunity Goal
Attainment Rates,
FY01 to FY05**

89.8% 94.8% 95.5% 98.4% 92.6%

Year

**7.4.2
Percentage of Faculty
and Staff Who Are
Minority, Fall 01 to
Fall 05**

Non Minority

Minority

	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001
Minority (ATC)	19.6%	14.6%	20.1%	15.3%	18.0%
Minority (SBTCE data)	16.5%	15.8%	14.9%	14.3%	14.1%
Non Minority (ATC)	80.4%	85.4%	79.9%	84.7%	82.0%
Non Minority (SBTCE data)	83.5%	84.2%	85.1%	85.7%	85.9%

**7.4.3
Equal Employment
Opportunity Goal
Attainment Rates,
FY01 to FY05**

Degree Attainment: ATC Employees 2006
- Doctorate 4%
- Bachelor 33%
- Masters 63%

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Tuition Assitance Program Participants	7	7	7	10	12
Degree Attainment Program Recipients	13	3	5	3	7

III.7.5. What are your performance levels and trends for your key measures on organizational effectiveness (include measures on the following; responsiveness to student and stakeholder needs; supplier and partner performance; cycle time; and other appropriate measures of effectiveness and efficiency)?

**7.5.1
Equal Employment
Opportunity Goal
Attainment Rates,
FY01 to FY05**

	1998-1999 Year 3 Achieves	1999-2000 Year 4 Achieves	2000-2001 Year 5 Achieves	2001-2002 Year 6 Achieves	2002-2003 Year 7 Exceeds	2003-2004 Year 8 Achieves	2004-2005 Year 9 Exceeds
Ratings	83%	77%	82%	74%	89%	86%	91%
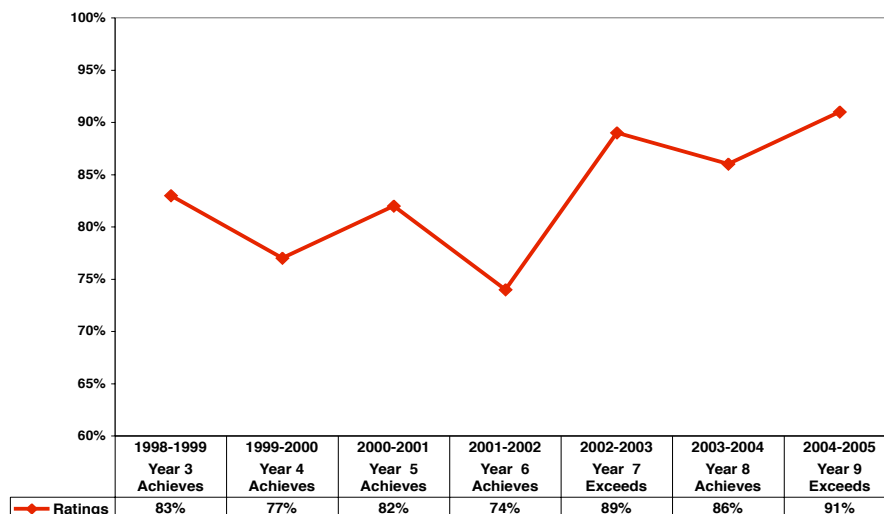
III.7.6. What are your performance levels and trends for your key measures related to leadership and social responsibility: a) accomplishment of your organizational strategy and action plans; b) stakeholder trust in your senior leaders and the governance of your organization; and c) fiscal responsibility; and, regulatory, accreditation, and legal compliance?

7.6.1
Factors Influencing Capital Investment Within the ATC Service Area
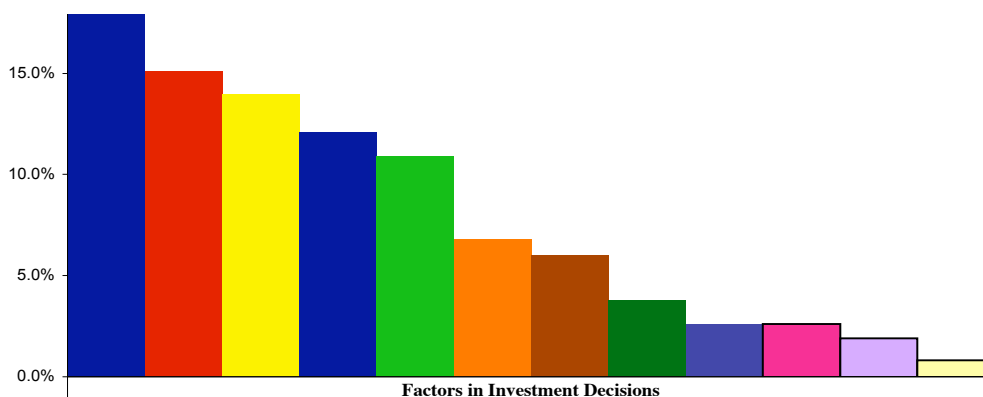
	Factors in Investment Decisions
■ Availability of Skilled Labor	23.4%
■ Supportive Climate for Business Growth	15.1%
■ Cost of Doing Business (Long Term)	14.0%
■ Quality of Worker Training Programs	12.1%
■ Quality of Educational System (K-12)	10.9%
■ Quality of Higher Education (4-year Institutions)	6.8%
■ Quality of Life Factors (availability of the Arts, Entertainment)	6.0%
■ Transportation and Other Infrastructures	3.8%
■ Availability of Suitable Existing Structures	2.6%
■ Other	2.6%
■ Tax Incentives	1.9%
■ Physical Environment (Climate, Access to Recreation, etc.)	0.8%

ATC plays a significant role in providing two of the top factors considered by leaders when making capital investments:

• **Availability of Skilled Labor** – Accounts for 23.4% of all capital investment factors
• **Quality of Worker Training** – Accounts for 12.1% of all capital investment factors

THE ECONOMIC IMPACT OF AIKEN TECHNICAL COLLEGE

•   Students enjoy an attractive 24% annual return on their investment of time and money—for every $1 the student invests in ATC, he or she will receive a cumulative $6 in higher future earnings over the next 30 years or so (after discounting).

•   Taxpayers see a real money "book" return of 32% on their annual investments in ATC and recover all investments in 5 years.

•   The State of South Carolina benefits from improved health and reduced welfare, unemployment, and crime, saving the public some $2.0 million per year each year that the students are in the workforce.

•   The Aiken County economy owes roughly $266.7 million of its regional income to ATC operations and past student productivity effects. This figure amounts to roughly 7% of a typical year's regional economic growth.

Source: The Economic Impact of Aiken Technical College, CC Benefits, Inc., March 2006

Table 7.6.2 Economic Impact